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ABSTRACT

Case studies were selected as one of several approaches to obtaining data for use in determining effectiveness of vocational home economics programs. This monograph includes a package for developing case studies of home economics programs, and analysis of these case studies with implications for future research, in addition to seven case studies of consumer and homemaking programs from seven states. The seven programs selected for the case studies were regarded as effective consumer and homemaking programs that were meeting local needs and legislative mandates. Analysis of data generated by the case studies led to 12 generalizations regarding effective programs. These generalizations include the following ideas: teachers are the key factor in effective programs; effective programs have comprehensive home economics subject matter; students in effective programs have extremely positive feelings toward the program; parents and school administrators have positive views of home economics; students are highly involved in the program; changes in programs are facilitated by teacher education programs; resources, community involvement, and money are helpful but do not make or break effective programs; and program responses to legislative mandates differ according to the needs of the local community and the local school structure of home economics. Five recommendations for future research were made. (KC)

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DIMENSIONS OF HOME ECONOMICS PROGRAMS:
SEVEN CASE STUDIES

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FOREWORD

Case studies were selected as one of several approaches to obtaining data for use in determining effectiveness of vocational home economics programs. That selection was made at a seminar on impact research on home economics education, held prior to the American Vocational Association Convention in 1978.

The seminar was one of several activities identified by an ad hoc research committee. The committee, appointed in 1978 by Hazel Crain, then vice president of the American Vocational Association, included representatives from home economics affiliates in the American Vocational Association, the American Home Economics Association, and the Home Economics Education Association. Liaison was established with the then U.S. Office of Education and the National Institute of Education. The committee's charge was to determine immediate and long-range research needs in order to describe the current status and effectively plan for the future. The seminar was given high priority because it was seen as a means for planning the first series of studies on which groups of researchers could collaborate.

These case studies of home economics programs, Dimensions of Home Economics Programs: Seven Case Studies, were one of the planned series, and represent a procedure useful for other studies. In this procedure, a small group of researchers collaborated to design a study and to carry out initial aspects of the design. When the design was acceptable, other researchers were invited to participate in gathering data, in analyzing those data for use in their own states. They, then, sent their data to the facilitating group. This coordinating group then combined the data and prepared a report which reflects both the individual elements and the combined data set. In this way, the field has data which are generalizable or at least more generalizable than the separate studies.

The case studies of programs are the first such set of data to be published as a result of the collaborative effort initiated by the ad hoc committee. The case studies followed the format planned by the coordinating group. The seven cases from seven states are limited to consumer and homemaking programs.

The group which prepared the case study format, solicited case studies, and analyzed and interpreted the data have earned the respect and thanks of the field. They are presenting two things: a procedure for collaborative research and data useful for interpreting and planning vocational home economics programs.

Ruth P. Hughes
Chair, Ad Hoc Research Committee
March 1981

PREFACE

This monograph is the result of the efforts of a variety of people. It includes a package for developing case studies of home economics programs, case studies of seven home economics programs in seven different states, and analysis of these case studies with implications for future research.

This research originated in the Impact Research in Home Economics Workshop, a pre-AVA convention workshop held in December 1978 in Dallas, Texas. At this meeting conducted by Helen Nelson of Cornell a need was expressed for gathering data about exemplary home economics programs for use in legislative action.

The original committee that conceptualized the developing research format for secondary consumer homemaking programs included:

Dawn Johnson (Wisconsin)
Connie J. Ley (Nebraska)
Wendy Lofgren (Wisconsin)
Ruth Anne Mears (Pennsylvania)
Violet Moore (Kentucky)
Wilodean Moss (Kentucky)
Elizabeth Ray (Pennsylvania)
Vila Rosenfeld (North Carolina)
Marjorie Stewart (Kentucky)

Criteria for programs were developed by:

Dawn Johnson (Wisconsin)
Wendy Lofgren (Wisconsin)

The package for case study development was created and revised by:

Connie J. Ley (Nebraska)
Ruth Anne Mears (Pennsylvania)
Elizabeth Ray (Pennsylvania)

This package was pilot tested by:

Vila Rosenfeld (North Carolina)

The resulting seven case studies were coordinated, analyzed, and synthesized by:

Connie J. Ley (Nebraska)
Ruth Anne Mears (Pennsylvania)
Elizabeth Ray (Pennsylvania)

The authors of this monograph want to acknowledge the teachers, schools, administrators, students, communities, and parents for their contributions to this project. Cooperating schools and teachers used in these case studies include:

Schools	Teachers
Mount Ayr High School, Ringgold County, Iowa	Marlene Scott
Holt High School, Holt, Michigan	Sally Beuchine Nancy Lamphier
Raymond Central High School, Raymond, Nebraska	Carol Schmucker
Jones Senior High School, Jones County, N. Carolina	Johnise Koonce
Steward School, Oxford, Ohio	Virginia Hogan
Frankford High School, Philadelphia, Pennsylvania	Jackie Betof Marian Napper Sara Thomas
Pulaski High School, Dublin, Virginia	Peggy Hemmings Mary Kelly

Special thanks to the home economics teachers, graduate students, state supervisors, and teacher educators who spent many hours preparing, conducting, and writing case studies. These people include:

Marlene Scott (Iowa)
Sharon Purdy and Marilyn Parkhurst (Michigan)
Connie J. Ley (Nebraska)
Vila Rosenfeld (North Carolina)
Gail Henderson (Ohio)
Lucy Campanis (Pennsylvania)
Peggy Dewald and Penny Burge (Virginia)

Also, the writers of this monograph want to acknowledge the Ad hoc Research Committee and especially Ruth Hughes, Joan Gritzmacher, and Hazel Crain for their help in coordinating and reporting the progress of this project. This support helped keep this research effort intact.

Special thanks go to Mary Frank, typist, and Julia Dinkins and Marge Hillis, proofreaders.

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Lucy Campanis, The Pennsylvania State
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CHAPTER 1

OVERVIEW AND RATIONALE

In 1979, the Congress of the United States directed vocational education in general and consumer and homemaking education in particular to show how their programs make a difference. To address the issue put forth by Congress, broad scope evidence, impact research, was needed.

Impact research is in a sense evaluation (Miller, 1978). It addresses how programs meet goals and needs. It is different from most program evaluation in that it is broad spectrum. Whereas educational evaluation studies are done for the reason of local program improvement (NIE, 1980), impact research is not done for this purpose alone. It is concerned with the overall effectiveness of programs at higher levels and is not bound to local programs or to one institution.

The legislative mandate for vocational education has functioned as a motivational force for home economics. As Hughes (1980a) puts it, "to say that the mandate increased our emphasis on evaluation is to put it mildly" (p. 46). It was a spark that lit a flame, but it is not the only reason for gathering the evidence generated by impact research. If impact research is conducted and the resulting evidence is used for overall improvement and growth, the profession in general can move ahead and refine the concept of consumer and homemaking education.

A majority of the research conducted in education focuses on relationships between teaching and learning, upon the differences between various teaching methods, but a void is apparent when one looks for research which reports how education is making peoples' lives different; that is, there is a dearth of impact research. In our attempt to prove that one teacher, one teaching method is superior to another, we have failed to explore the possibility that a variety of approaches to teaching and learning can be equally successful and effective and that in the overall program such variety may be useful if not essential.

The Need for Systematic Evidence

Scriven (1974) states that we in education are frequently faced with the need to do the best we can with data which have been collected in nonexperimental ways. Because they have been viewed not on a par with experimental methods, nonexperimental methods seem to have been neglected. Part of the problem he tells us is that we have not used the methodology appropriately. It is important to be explicit in formulating and understanding causal methodologies. The previous difficulties with most qualitative studies have been their lack of systematic approach and their high degree of informality.

A systematized means for collecting and reporting data from impact research is a critical factor in the success and usefulness of such information. Sociology researchers caution against observing in a setting with which one is familiar. It is for this reason that a more systematic approach, using observation tools, interview schedules, and survey instruments, can promote a more consistent data collection procedure and interject more objectivity into the interpretation and reporting of data.

There is support, however, for the use of experts in generating a design for case study development. Although as sociologists suggest, a nonexpert may be able to remain more objective in observing, there is also the idea that one will be more successful, if there is a considerable amount of background knowledge before examining a situation for causes (Scriven, 1974).

The Use of Naturalistic Inquiry

Willems and Raush (1969) define naturalistic research as "investigation of phenomena within and in relation to their naturally occurring contexts" (p. 3). These same authors also suggest that while experimental research is important for studying particular problems, naturalistic inquiry is important for studying other questions. If, as in this research, one wishes to study the effects of an educational program (consumer and homemaking) upon the behavior, attitudes, and performances of individuals involved with such programs, naturalistic methods are appropriate means for doing so. Our aim is to view distinct variables (the teacher, parent, student, curriculum, etc.) as they function in their natural setting. The interactive nature of education is a logical reason for the use of naturalistic methods in addressing the question of program impact.

Figure 1 illustrates the two-dimensional aspects of most research designs, the manipulation of dependent and independent variables. As is shown, naturalistic methods tend to be nonmanipulative. Two quadrants are labeled ideal; that is, the higher the degree of manipulation of variables, the purer or more ideal is the experimental approach. Likewise, the lower the degree of manipulation, the purer or more ideal is the naturalistic design.

Because naturalistic methods allow the researcher to uncover typical behaviors and interactions, they were considered desirable for this study. Also, naturalistic inquiry lends itself well to reporting through the case study method. It is not the intention of the authors to cast unfavorable light on any of the research

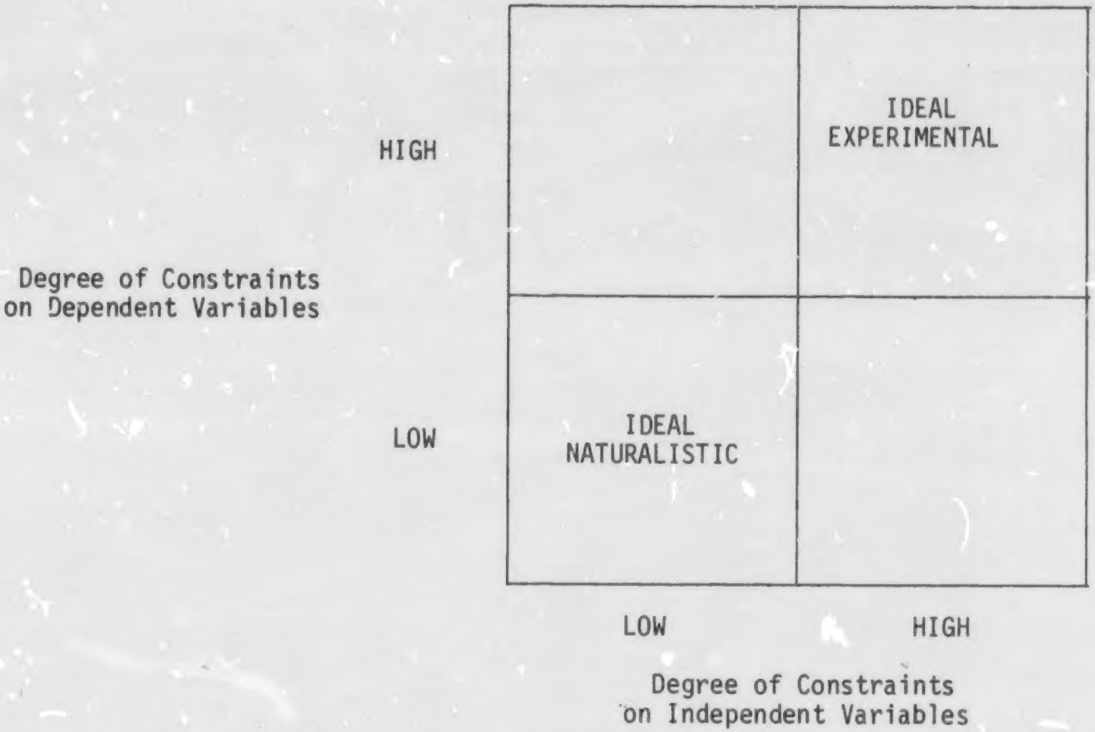
HIGH
LOW
Degree of Constraints on Dependent Variables
IDEAL EXPERIMENTAL
IDEAL NATURALISTIC
LOW
HIGH
Degree of Constraints on Independent Variables

Figure 1. Matrix of Research Activities.

Adapted from Guba, Egon. *Toward a Methodology of Naturalistic Inquiry in Educational Evaluation*. Center for The Study of Evaluation, University of California, Los Angeles, 1978.

methods which may fall within the matrix description. The intent here is to provide the reader with a view of why particular methods were used and suggested for further investigation.

Reporting Data with Case Studies

The case study method has been chosen to report the findings of this impact research study. As was indicated earlier, there are a variety of ways to conduct research and also a variety of methods for reporting research findings. Why, then, was the case study approach chosen?

Some of the features which make case study reporting desirable include:

- Flexibility with respect to data collection methods.
- Flexibility in examining the dimensions of the topic under study.
- Usability in a wide variety of social settings.

(Black & Champion, 1976)

There are two distinct disadvantages which relate to case studies: (1) the time-consuming nature of the task and (2) the limited generalizability from one situation to another (Black & Champion, 1976).

There is more support in current literature for the generalizations which are derived from case studies (Halpenny, 1979; Spencer & Dale, 1979).

The authors agree with the later conclusions regarding generalizations from case studies and have further attempted to allay this so-called disadvantage by using several case studies for forming generalizations about the consumer and homemaking programs which were studied. The time-consuming aspects of developing case studies are apparent but the outcome is definitely worth the effort.

In the time that this particular research has taken place, individuals who used the case study method have found it to be a palatable means for presenting important information to groups and individuals who do not usually explore more conventional research results. Several case study developers have received comments from case study readers which indicate favorable response to this format. The clue to the success of this form of presentation may be that it portrays things in a more realistic, readable fashion. It is an attempt to have more people discover the message of consumer and homemaking education.

CHAPTER 2

STRATEGIES FOR GENERATING CASE STUDIES

The case study development package, Appendix A, provides the basis for collecting data for describing consumer and homemaking programs. Its various components will be described in this chapter, along with suggestions for investigators who hope to use the packet for case study development.

Designing the Research

One of the spin-offs of the AVA Home Economics Division Ad Hoc Research Committee was a workshop held in conjunction with the 1978 AVA annual meeting in Dallas. At this workshop participants were acquainted with impact research processes and were subsequently divided into groups to examine particular research concerns which had been identified by the Ad Hoc Committee.

One of these groups focused on the development of case studies of outstanding secondary consumer and homemaking programs. The members of the group (Dawn Johnson, Wisconsin State Department of Education; Connie Ley, The Pennsylvania State University; Wendy Lofgren, University of Wisconsin; Ruth Mears, The Pennsylvania State University; Violet Moore, Western Kentucky University; Wilodean Moss, University of Kentucky; Vila Rosenfeld, East Carolina University; and Marjorie Stewart, University of Kentucky) designed the broad outline of a plan to be carried out over a two-year period to develop case studies of outstanding programs. A time line was drawn and specific tasks were designated to committee members.

As the project evolved, some committee members found it necessary to relinquish their committee responsibilities and these tasks were reassigned. One new member was added to the committee in June of 1979; Dr. Elizabeth Ray of The Pennsylvania State University assumed the role of coordinator of the project.

Criteria for Selecting Programs

The initial step in carrying out the research was to formulate criteria which would guide investigators in the selection of outstanding consumer and homemaking programs; Dawn Johnson of the Wisconsin State Department of Education and Wendy Lofgren of the University of Wisconsin completed this task. The criteria generated by Johnson and

Lofgren include both qualitative and quantitative dimensions of programs.

The criteria were developed using guidelines and standards from state departments of education and educational institutions and from a review of pertinent literature plus materials published at the federal level. The criteria were also submitted to a panel of home economics educators from the state of Wisconsin.

The criteria are meant to be representative of what might constitute an effective program. It is recognized by the developers of this package that programs which do not meet all of the criteria might still be classified as effective and that effective programs might possess additional characteristics not identified in this set of criteria.

It should also be considered that the word program is interpreted in a variety of ways for the purposes of this case study development. A program could be a comprehensive offering or a special part of a comprehensive structure (e.g., a school-age maternity program). It is felt that no matter how the word program is interpreted, the criteria will be applicable.

The Model for Program Description

After reviewing the criteria, the researchers determined that the most appropriate way to develop a method for collecting data would be to examine the interaction of the variables within each program.

The model depicted in Figure 2 identifies the variables of a program which could contribute to program description. The model also attempts to illustrate the interrelationships among variables. That is, no variable can stand alone; each is dependent upon other variables within the program to carry out its functions.

The Teacher

Depending upon program size, the investigator may be working with one or more teachers. Various characteristics of the teacher should be explored. Basic demographic information helps to describe him/her as a person and can provide background for describing other characteristics, i.e., enthusiasm, attitude toward learners, dogmatism, concern for students, commitment, knowledge of the subject matter, and flexibility.

In addition, the behavior of the teacher in and out of the classroom should be explored. Important characteristics of the instructor include supportiveness to learners, quality and quantity of interactions with people, concepts emphasized in teaching, direct and indirect teaching behaviors, and variety and effect of teaching methods used. These qualities are identified as key elements of success in

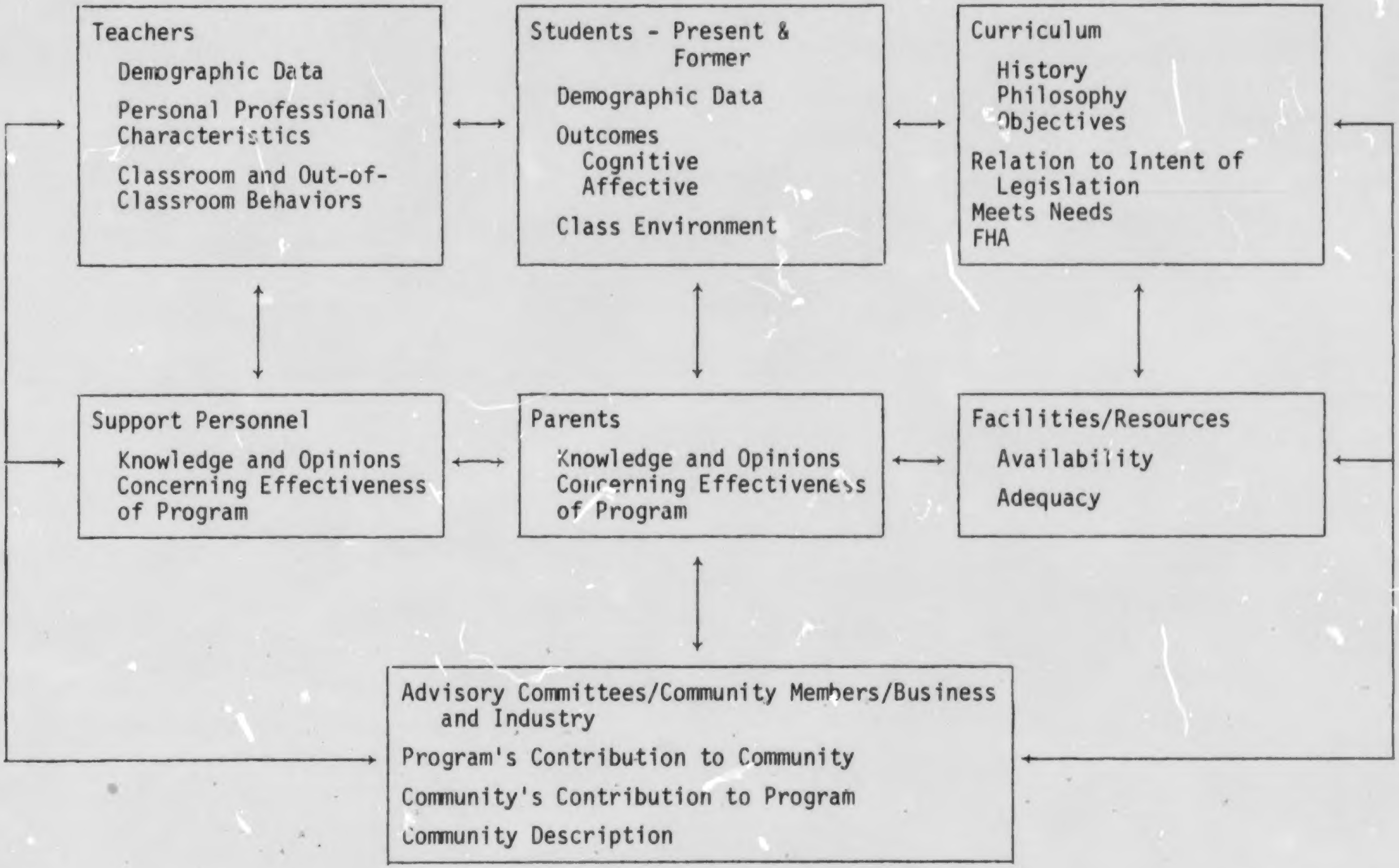
Teachers
Demographic Data
Personal Professional Characteristics
Classroom and Out-of-Classroom Behaviors
Students - Present & Former
Demographic Data
Outcomes
Cognitive
Affective
Class Environment
Curriculum
History
Philosophy
Objectives
Relation to Intent of Legislation
Meets Needs
FHA
Support Personnel
Knowledge and Opinions Concerning Effectiveness of Program
Parents
Knowledge and Opinions Concerning Effectiveness of Program
Facilities/Resources
Availability
Adequacy
Advisory Committees/Community Members/Business and Industry
Program's Contribution to Community
Community's Contribution to Program
Community Description

Figure 2. Model for Program Description.

teaching by numerous researchers (Ryans, 1960; Duncan & Biddle, 1974; and Good, Biddle, & Brophy, 1975).

The Students

Programs exist for students. They are the clientele whose needs must be met and whose learning is the major focus of consumer and homemaking programs. Legislators have requested that specific kinds of students be served in consumer and homemaking programs: e.g., school-age parents, disadvantaged, and handicapped. With the total school and nonschool population, programs serve a wide variety of students. Therefore, demographic data are extremely important.

The outcomes derived for students contribute greatly to describing the success of a program. The cognitive and affective gains made by students in the program can be reported and/or the investigator may compare knowledge, attitudes, and skills of those enrolled in programs with those of students who have not been involved in consumer and homemaking programs.

The model includes class environment as the student variable because it is highly related to learners' behavior, attitudes, and perceptions (Anderson & Walberg, 1974). Anderson and Walberg (1974) suggest that in evaluating success of school programs by means of student performance, it is not sufficient to use only cognitive or affective measures. But the evaluation must explore the social climate in which the learning takes place.

The Curriculum

The plan for learning in the program, the curriculum, is a major variable in studying consumer and homemaking education. The growth and development of a program may be assessed through careful examination of the history of the curriculum. How has the program evolved? How has the curriculum changed with the changing needs of the students and the society?

The philosophy behind the curriculum can provide insights about the concepts selected for study. It can also provide a general framework for viewing the program as a whole. That is, it can lay some foundation for the investigator before the actual observation of the program begins.

For the most part, the variable, curriculum, is examined in relation to Tyler's (1949) model for making curriculum decisions. Curriculum should also be examined in relation to how it meets the intent of the vocational legislation and how it incorporates Future Homemakers of America as a means for accomplishing objectives.

Support Personnel

School personnel who support, but are not directly involved with consumer and homemaking can be important ingredients for program success. The principal, superintendent, guidance counselor, teacher colleagues, a student teacher, even custodial and secretarial workers can be key elements in contributing views of consumer and homemaking programs.

Is the information they have about the program limited or complete? How do they view the program and the efforts it makes in educating students? These insights can help to determine how they might describe the operation of the program to others; i.e., does the guidance counselor see opportunities for all students in consumer and homemaking classes or are students counseled into other programs? Can the administrator communicate the value of the consumer and homemaking program to school board members when critical decisions are being made?

Parents

Parents are included as a variable in the program model. They influence students' attitudes, needs, and perceptions more than does the community in general. Parents have a vested interest in consumer and homemaking programs because their offspring are involved in learning concepts which are directly linked to home and family life.

Knowledge that parents have about the program and the opinions they hold concerning the program can constitute an important dimension of consumer and homemaking program success. One important question may also be: how do parents know what transpires in consumer and homemaking classrooms?

Facilities/Resources

In his widely publicized study of educational equity, Coleman (1966) suggests that resources and facilities have little effect on learning outcomes. In reporting program success, a view of the available resources and a description of the physical setting of the learning environment can either verify or counter this idea. What resources are available? How have they been acquired? Do they meet the needs of students and address current legislative concerns, i.e., barrier free for physically handicapped, sex free to promote a healthy view of the role of people in the home and as members of families?

Perceptions of adequacy may be more important than the actual facilities. How teachers and students feel about the resources with which they work can be an important factor in the learning environment.

The Community

Community in this model deals with the involvement of community resources, with the program, as well as the contributions the program may make to the community. Information about the community can help lay the groundwork for good program planning and implementation.

How are community resources used in the program as a means of incorporating the everyday life of students into their learning? Price (1976) suggests that community involvement in the classroom and the extension of the classroom into the community opens up a two-way communication process. This communication can be an important element of program success.

The local advisory council, stipulated by the current vocational legislation, is included in this variable. How active is the advisory council? What has it done for the program? Who is represented on the council?

Developing a System for Data Collection

The previously described model was used as the basis for a data collection package. This packet included general instructions and guidelines for assessing program elements as depicted in the model and a set of survey and achievement instruments.

General instructions included the purpose of the research, criteria for selecting programs to be studied, and the program description model. Also included were directions about protection of human subjects and directions for writing a case study.

The guidelines for assessing program elements suggested general procedures and specific methods and questions to be asked in relation to variables. In general, the methods for collecting data included: (1) observation, (2) interview, (3) survey, (4) achievement testing, and (5) review of papers and documents. The section on instruments contained information on each survey or test included in the package, along with scoring procedures. Appendix A describes instruments included in the present package.

Pilot testing and use of the packet in the research have resulted in some changes which are felt to have improved the materials for potential users. The data collection package, however, has remained substantially the same as the original materials which were formulated.

The Pilot Study

Once the packet was developed, a pilot study was conducted in the spring of 1979. The pilot testing was done for instruments included in the case study development packet. This testing was conducted in five North Carolina schools under the direction of Dr. Vila Rosenfeld, East Carolina University. Through the pilot study the usability of the packet was assessed and revisions were made before the materials were disseminated.

Graduate students who conducted the pilot test evaluated the directions and the ease with which they could follow procedures described in the packet. The main function of the pilot test was to establish reliability for several new instruments developed specifically for the case study packet.

The pilot test results from each of the five schools were scored separately. Analysis of the combined results was carried out by Ruth Anne Mears of The Pennsylvania State University. Table 1 depicts the size of samples from each of the five schools in the pilot study. Table 2 describes the changes in various instruments used in the pilot test. Reliabilities established during this initial testing are also provided.

Table 1. Sample Size for Pilot Tests of Original Instruments.

	School						
	A	B	C	D	E	Total	Total Usable
What Do You Think About Home Economics?	16	19	16	7	34	92	91
Student Preference/Teacher Behavior Scale	16	19	17	11	8	70	69
Class Environment	16	19	16	13	35	99	97
Parents' Attitudes Toward Home Economics	5	16	13	6	7	47	44
Parents' Perceptions of Concepts Emphasized in Home Economics	5	0	15	1	6	27	26
Curriculum Orientation Survey	2	3	1	3	2	11	11
Dogmatism, Attitude, and Concern	0	3	1	3	2	9	9

Table 2. Pilot Testing of Instruments and Resulting Changes.

Instrument	Reliability[a]	Conclusions	Resulting Changes
What Do You Think About Home Economics?	.85 n = 92	This instrument appears to address the need for which it was designed.	NONE
Student Preference/ Teacher Behavior Scale	.32 n = 70	This instrument did not perform well. Improve this or use a new instrument.	Instrument was replaced by the Students' Estimate of Teacher Concern which achieved a much higher reliability.
Class Environment	.80 n = 97	This instrument has potential for the intended use. Make revisions toward this end.	Two subscales were removed from the scale. This shortened the instrument and improved the reliability.
Dogmatism, Attitude, Concern	.05 n = 9	This instrument performed poorly. A different instrument should be used.	Instrument was replaced by the scale Teacher Facilitation of Self-Direction, which was known to have a high reliability.
Parents' Attitudes Toward Home Economics	.79	The instrument performed well for the intended use. It should be retained.	NONE
Parents' Perception of Concepts Emphasized in Home Economics	.85 n = 27	Some minor structural changes could make this instrument easier to administer, but the reliability is good.	Minor changes in the layout of the instrument were made to facilitate easier test taking.
Curriculum Orientation Survey	.90 n = 11	This instrument continues to prove its reliability. Keep in case study packet.	NONE

[a] Reliabilities reported are coefficient alpha.

CHAPTER 3

SUMMARY OF DATA OBTAINED FROM CASE STUDIES

The purpose of this study is to develop case studies of effective consumer and homemaking programs and ways these programs are meeting local needs and legislative mandates. The first two chapters have given a background for strategies in case study development. This chapter will summarize the seven case studies received (Appendix B), and the final chapter will report the generalizations developed from this research.

In January 1980 a letter was sent to selected home economics educators who were thought to be interested in this type of research. Of the thirty-five people contacted in thirty-four different states, twenty-four indicated interest in the project. The package was mailed to interested individuals in March 1980 with the request that case studies be completed by June. Seven case studies were received by the fall. Time constraints may have been a major reason for the small number of completed case studies.

Table 3 describes the seven case studies completed. The schools selected were chosen by the individual developers of case studies. Criteria developed as a part of the package were to be used in identifying programs. However, other factors not part of the criteria may have determined the type of program selected. These factors include knowledge about the programs within a state, use of the program as a student teaching center, and geographic location of the school. Thus, programs described in these case studies may not be the most outstanding programs within states, but can be considered examples of effective programs.

The model developed as a framework for investigating variables will be the organizing unit for the analysis of the seven completed case studies. In using this model, it is recognized that a model may impose a framework upon the research that was conducted and important variables may be overlooked. Variables in the model include: teachers, students, parents, support personnel, curriculum, facilities and resources, and community. Generalizations were then developed from the analysis of case studies.

The Curriculum

Table 4 summarizes the curriculum component of the various case studies. As can be seen, each program focuses on the theme of improving

Table 3. Description of Case Studies Completed.

State	Type of Program Selected for Study	Grades	Number of Home Economics Teachers in School	Number of Teachers in Study	Description of School, Population, and Location
Iowa	Comprehensive Home Economics, High School Program	9-12	one	one	Rural, only school in county, economically depressed, enrolls 275 students.
Michigan	Comprehensive Home Economics, High School Program	10-12	two	two	Suburban Lansing area, mostly residential.
Ohio	Consumer Homemaking--Impact Program, Junior High School	7	two	one	Small town with a university, few minorities or ethnic students.
Pennsylvania	Combined Comprehensive and Occupational Home Economics, High School Program	9-12	four	three	Urban area within Philadelphia, many minorities and ethnic students.
Nebraska	Comprehensive Home Economics, High School Program	9-12	one	one	Rural, twenty miles northwest of Lincoln. Three schools consolidated into one. Enrolls 285 students.
North Carolina	Consumer Education and Management, Semester Course	10-12	one	one	Rural, only school in county, enrolls 550 students with 65% of the students black.
Virginia	Family Living, Year Course	12	four and one-half	two	Small town and predominately rural county, only school in county, enrolls 2200 students with 16% of the students black.

Table 4. Philosophy, Goals, and Objectives of Home Economics Programs.[a,b]

Pennsylvania	Virginia	Michigan
Courses Offered: Food and Consumer Problems Food Science and Management Home Economics Home Economics and Related Occupations Design in Clothing Bachelor Clothing Child Development	Courses Offered: Home Economics I and II Family Living Child Development Food Management Clothing Management Home Furnishing Child Care Services I and II Food Occupations I and II	Courses Offered: Single Survival Meal Management Individual Dress Child Development Perspectives on Living and Consumer Education (Required of all students for graduation)
Philosophical Base: To strive for each student to realize his potential. To promote the individual as an effective member of the family, and of society, in the process of self-actualization. To develop those attitudes which contribute to healthy personal relationships and societal structure.	Philosophical Base: Because every person's contribution to the greater society depends on the home, family preparation needs to be available in this area. Home economics must have a basis in research and apply principles that strengthen individuals and families.	Philosophical Base: Concern for individual students. Development of independence in students. High interaction between students. Attention to contemporary and relevant student concerns. Self-paced instruction.
Objectives: To meet changing needs. To provide learning experiences resulting in new knowledge, appreciations, skills, and increased competencies. To challenge students to strive for quality in achieving. To encourage career exploration and preparation.	Objectives: To assist students in reaching full potential. To help students clarify values. To provide opportunities for critical thinking. To recognize contributions of leisure time activities. To develop consumer competencies. To develop leadership through FHA/HERO.	
Goal at Frankford: Preparation for life. Expose students to job opportunities. Help students learn to work with others.	Family Living is designed to ". . . give students practical knowledge, applicable in everyday life whether single or married." Emphasizes development of student as an individual and in relationship to others.	

Nebraska	North Carolina	Iowa
Courses Offered: 9th Grade Comprehensive Home Economics Independent Living Adult Living Senior Problems Housing and Interiors Foods and Nutrition Clothing, Textiles, and Design	Courses Offered: Only course identified in case study was Consumer Education and Management.	Courses Offered: Junior High Exploratory Comprehensive Home Economics I and II Advanced Child Development Housing and Home Management Advanced Foods and Nutrition Advanced Clothing Independent Living Courtship and Marriage Adult Education Program
Philosophical Base: Acquire skills for adult responsibilities.	Philosophical Base: Development of self-directed and working with other people as well as working individually in accomplishing goals.	Philosophical Base: Maximizing human development and improving the quality of life for all persons within an ever-changing society and with concern for conserving resources.
Objectives (Selected Examples): Judge the type of housing best suited to one's needs and means. Gain better understanding of self and develop meaningful relations with others. Select and purchase food wisely.	Concepts Taught (Selected Examples): Components of U.S. economic system. Interacting roles of consumer, business, and government. Consumer rights and responsibilities. Factors affecting consumers. Consumer credit. Savings and investments. Financial planning. Resources. Management practices. Leadership through FHA/HERO.	Objectives (Selected Examples): Creating a home and community environment conductive to growth and development of family members. Achieving good interpersonal relationships. Nurturing the young. Providing experiences for developing positive self-concept. Making and carrying out intelligent decisions. Planning consumption of goods and services. Develop leadership through FHA/HERO.

Table 4 (Continued).

Ohio

Courses Offered:

Impact Home Economics or Consumer Sciences, as it is called in the school.

Philosophical Base:

Impact assists disadvantaged junior high youth to develop positive self-images.
To make better adjustments to home, school, and community.
To improve the quality of their family life and environment.
Curriculum provides activities to improve self-concept; to develop basic consumer homemaking knowledge and skills, with emphasis on orientation for the dual role of homemaking and wage earning; and to provide career education.

One-third of the teacher's day is with direct home and student contacts through home visits and student conferences.

Objectives (Selected Examples):

Identify personal values.
Identify roles and changing responsibilities of family members.
Explain why child growth and development is important.

Major Concepts:

Self-Concept.
Family Relations.
Child Development.
Foods, Nutrition, Health.
Clothing, Textiles, Related Arts.
Consumer Education.
Housing, Home Furnishing and Equipment.
Wage Earning.

Skills Acquired:

Communication Skills.
Math Skills.
Social Skills.
Home Economics Skills.

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[a] Since many of these statements are taken directly from the case studies, there may be inconsistencies in ways of stating components in the table.

[b] Pennsylvania, Virginia, and Michigan are large home economics programs; Nebraska, North Carolina, and Iowa are small home economics programs; and Ohio is a junior high home economics program.

the quality of family life. Each program has aspects of management and human development, unifying themes of home economics subject matter. The Impact program works with disadvantaged junior high learners in helping develop better self-concepts which, in turn, results in better school and home performance. The Consumer Education and Management class helps a population of diverse but economically disadvantaged learners to manage their resources more effectively. Thus, each program, although different from the other, attempts to meet the needs of the student population the home economics program serves, with the ultimate goal of enhancement of home and family life.

In addition to data collected via interviews, examination of written materials, and observations, teachers completed the Curriculum Orientation Survey. This survey identifies content and subject matter emphasized in home economics programs. Subject matter subscales include human development and the family, home management and family economics, foods and nutrition, and clothing and textiles. Content subscales include information, human development, management, and values. Table 5 reports the data obtained from teachers participating in this study. As can be seen, many subject matters and content areas are focused on in these home economics programs. Certainly, these scores and data from written materials, observations, and interviews verify the fact that the programs are comprehensive in their approach to home economics subject matter.

The Teachers

In all case studies teachers were identified as the most important factor in a program's success. The case studies reported demographic data concerning eleven different teachers. Years of teaching experience was not reported for three teachers. However, the other teachers had been teaching for 22, 20, 13, 12, 10, 8, 6, and 3 years, an average of twelve years. The number of years the teachers had been teaching in the current program was 6, 16, 9, 11, 1, 3, 3, and 3, respectively, an average of 6.5 years.

Six teachers reportedly grew up in a background similar to the background of the students taught and, thus, were familiar with the needs of their students. In many cases the teacher was described as being involved in community activities, thus allowing more opportunities to identify student needs for curricular decisions.

Marital status and number of children were reported for all but five teachers. Six teachers were married, with only one of the six divorced. Of the six married teachers only one did not have children.

Professionally, seven teachers had master's degrees and one teacher was currently working towards a master's degree. These data were not reported for three teachers. Another factor which kept

Table 5. Scores on Instruments Completed by Teachers.[a]

	Pennsylvania Teachers			Nebraska Teachers	North Carolina Teachers	Ohio Teachers	Virginia Teachers		Michigan Teachers		Iowa Teachers
	(1)	(2)	(3)	(1)	(1)	(1)	(1)	(2)	(1)	(2)	(1)
Curriculum Orientation Survey											
Subject Matter											
Human Development/Family	39	46	24	42	N/A	N/A	43	43	33	45	43
Home Management/Family Economics	38	45	32	41	N/A	N/A	39	39	33	40	43
Foods/Nutrition	20	39	41	39	N/A	N/A	41	30	40	32	47
Textiles/Clothing	35	29	15	25	N/A	N/A	30	27	32	37	44
Housing	33	40	17	35	N/A	N/A	38	36	18	38	40
Range 12 (no emphasis) to 48 (major emphasis)											
Content											
Information	45	50	32	45	N/A	N/A	48	39	41	44	54
Human Development	41	49	29	42	N/A	N/A	48	47	35	48	55
Management	42	51	37	50	N/A	N/A	48	46	44	42	59
Values	37	49	31	45	N/A	N/A	47	43	36	48	57
Range 15 (no emphasis) to 60 (major emphasis)											
Teacher Facilitation of Self-Direction	89	69	75	N/A	N/A	N/A	85	72	45[b]		100
Range 30 to 120											

N/A = not available.

[a] Institutions were given the choice of having Penn State analyze data collected via instruments, a recommendation developed from the pilot test. People completing case studies from Ohio, North Carolina, and Iowa chose to analyze their own quantitative data. However, as this monograph was being written, it was decided summary data from all institutions would be useful to the report. This change in plans resulted in some quantitative data collected not being reported in this chapter as the raw data had been destroyed or was otherwise not available.

[b] Average of two teachers.

reoccurring in the reports was the teacher's involvement in in-service education either through course work in a master's program or meetings sponsored by the state department of education or universities. Teachers were also involved in professional organizations. Thus, teachers were continually updating their professional competence through a variety of professional activities.

Through interviews and observations of teachers, the following characteristics were identified:

- good and involved.
- works together well.
- motivates students and has good rapport with students.
- right combination of authority and friend.
- has professional behaviors.
- well respected.
- is outstanding.
- healthy, well-rounded person.
- knows content.
- high commitment.
- is caring and responsive.
- knows student well.
- relates well to parents and community.
- has a good approach.
- uses good methods of teaching.
- is committed, concerned, and understanding.
- has insight.
- committed to program and students.
- is enthusiastic.
- enjoys students.
- concerned about students.
- trusts students.
- develops independence in students.
- students feel comfortable with this teacher.

These statements were made or implied by administrators, other teachers, students, parents, and support personnel. Three themes seem to be evident. These teachers are seen as professionals who know their content and how to teach, have good interpersonal relationships with people and especially students, and are committed to their programs and to their students.

Two hundred eighteen students responded to a questionnaire estimating teacher concern for them. These students were from five different states and were rating nine different teachers of home economics programs. Of a possible range from 30 to 60, the mean of this group of students was 54, indicating an extremely high degree of teacher concern. Ninety percent or more of the students responded positively concerning these items about their home economics teacher:

ITEMS	PERCENT RESPONDING YES
Does this teacher think your problems are just as important as those of other students in the class?	96%
Do you think it matters to this teacher if you are happy or unhappy?	93%
Does this teacher make you feel that what you say or do, or want to do is important?	92%
Does this teacher think you are as important as anyone else in this class?	92%
Do you feel at ease and comfortable when you talk to this teacher?	91%
Does this teacher seem to understand what you mean to say even when you don't express yourself very well?	91%
Does this teacher help you to look for answers to some of your questions so that you learn more than if you were told the answers?	90%

These students perceive their teachers as being very fair to all students in the class and they feel as if they are given a desirable amount of attention. In other words, the teachers in these programs are not seen as having favorites within classes or giving preferential treatment to students.

The teachers are also perceived as being concerned with how students feel, being easy to talk to, helping students when they have problems, and making students feel important. These are all characteristic of good interpersonal relationships and ways of exhibiting concern for students. This supports statements made by administrators, parents, and others about these teachers.

These items are also characteristic of indirect teaching behaviors, as opposed to direct teaching behaviors. Other research studies have identified indirect teaching behaviors as related to more positive attitudes of students (Ryans, 1960; Amidon & Hough, 1967; Good & Brophy, 1978).

Although students in two programs were not included in the data just cited, the case study descriptions identify these same characteristics of the teachers. In North Carolina students did complete this questionnaire and the same items surfaced as highly rated by the students in that program.

Indirect teaching behaviors are also evident by the teachers' responses to the instrument, Teacher Facilitation of Self-Direction. Table 5 gives the scores of the teachers who completed this instrument. Of a possible range from 30 to 120, scores of 89, 69, 75, 85, 72, and 100 were reported. These scores indicate that teachers perceived their teaching behaviors as promoting student self-direction in learning. This is consistent with students' perceptions and data collected from observations and interviews.

This summary suggests unique qualities of the individual teachers that enable them to develop effective consumer homemaking programs. Certainly, the teacher has been identified by numerous individuals as the factor contributing most to the success of these home economics programs.

The Students

Subsumed under the student variable were three sets of data to be collected about students enrolled or previously enrolled in home economics programs. This included demographic data, outcome data both cognitive and affective, and environmental data concerning the classroom. Questionnaires were provided which collected attitudinal, cognitive, and class environment data.

Data reported concerning demographic variables were sketchy and hard to summarize. In some cases enrollment in home economics programs was given but no total school enrollment so it was difficult to find the proportion of students the program served. It was noted that half of the case studies reported increases in student enrollments and popularity of home economics elective courses. A variety of special needs students were also reported to be served in home economics courses. In Ohio, Pennsylvania, Virginia, Iowa, and North Carolina the population or the course design was such that students enrolled in the program could be considered disadvantaged either socially, culturally, or economically. In addition, handicapped students and academically disadvantaged students were served in the programs. Males as well as females were enrolled in all programs.

With regard to cognitive outcomes, little data were reported. This variable is hard to investigate because of the difficulty in measuring cognitive growth for each age level of students in all content areas in a particular program. In addition, the time frame for this study did not allow a pre- and posttest assessment. The Iowa state study did report respectable scores for achievement tests given.

Most data collected concerning students were related to students' attitudes toward home economics and class environment, probably because of the instruments included in the package. Some case study developers did not interview students or report actual classroom observations.

Students' attitudes toward the subject matter of home economics was determined through the instrument, What Do You Think About Home Economics? This instrument has a five-point Likert Scale running from strongly agree, 5 points, to strongly disagree, 1 point. The sixteen-item test had a possible range of scores from 16 to 80. Of the 201 students from five different states completing the instrument, the mean was a 65 which denotes a highly favorable attitude towards home economics (see Table 6). Below are items rated highest by these students:

ITEMS	PERCENT STRONGLY AGREE	PERCENT AGREE	TOTAL PERCENT AGREE
It is important to learn to be a good parent.	64%	33%	97%
It is important to learn to use money wisely.	63%	33%	96%
Home economics will help me in the area of family life.	60%	35%	95%
It is important to learn how to get along with family members.	44%	48%	92%
It is important to learn how to make decisions about home and family life.	49%	42%	91%
It is important to learn to eat foods to stay healthy.	34%	56%	90%
It is important for males and females to know these things.	45%	45%	90%
Home economics is a good place to learn these things.	37%	51%	88%
It is important to learn to make the most of your good points.	32%	53%	85%
It is important to learn about me and my personality.	38%	46%	84%

It is interesting to note that the strongest agreements occurred in the items concerning learning about parenting, money management, and family life. It seems to be clear that these high school students are in agreement with home economics professionals that home and family life should be a significant factor in home economics programs. It is also evident from the curriculumsdescribed earlier that students are being educated in these areas in their home economics programs.

Table 6. Attitudinal Instruments Completed by Students and Parents.

Instrument	Number of Usable Returns	Possible Range	Mean	Variance	SD
What Do You Think About Home Economics?	students 201	16 to 80	65.350	48.415	6.958
Class Environment	students 204	20 to 80	59.574	53.841	7.338
Subscales:					
Goal Direction	204	4 to 16	12.569	2.853	1.689
Interested	204	5 to 20	15.676	9.258	3.043
Informal	204	3 to 12	6.907	2.280	1.510
Cohesiveness	204	4 to 16	12.196	5.207	2.282
Democracy	204	4 to 16	12.225	4.175	2.043
Students' Estimate of Teacher Concern	students 218	30 to 60	54.463	33.083	5.752
Parents' Attitudes Toward Home Economics	parents 93	12 to 48	38.204	13.066	3.615
Parents' Perceptions of Concepts Emphasized in Home Economics	parents 87	44 to 142[a]	54.448[a]	106.683	10.329
Subscales:					
Ought to be Included	87	22 to 66[a]	24.632[a]	20.094	4.483
Perception is Taught	87	22 to 66[a]	29.816[a]	60.448	7.775

[a] Lower score indicates more positive attitude.

Listed below are the number of students and parents from each state completing the questionnaires that were available for analysis at The Pennsylvania State University.

	Students	Parents
Nebraska	48	41
Virginia	71	16
Pennsylvania	34	17
Iowa	22	10
Michigan	50	9
Ohio	N/A	N/A
North Carolina	N/A	N/A

It is a credit to the teachers of the programs that 95 percent of the students believe that home economics will help them in the area of family life.

A large majority of the students thought that home economics was a good place to learn the concepts identified in the instrument. When given the opportunity to identify other places the concepts might be better learned, home and parents were written in most frequently. These students felt it was important for both men and women to learn home economics concepts. In further research it might be interesting to see if males and females rate concepts differently.

One question asked students if everyone should be required to take home economics; 40 percent of the students agreed, 28 percent disagreed, and 31 percent were undecided.

Although students in two programs were not included in the data just cited, the case study descriptions identify very similar results when this instrument was administered. The same items reappear as highly rated by students in those programs.

Thus, students are viewing home economics programs in an extremely positive manner. They are aware of the home and family focus of home economics and perceive home economics as helping them in this area.

In addition to students currently enrolled in home economics programs, three case studies developers interviewed graduates of the home economics program. The graduates of the program found home economics to be very helpful to them in managing resources and making decisions, in relationships, in career choices, and in homemaking skills. Graduates of the programs were reported to have favorable opinions concerning home economics and the teachers of the programs.

The Class Environment

The instrument, Class Environment, examines students' perception of five elements of their classroom environment. Students responded to twenty items with reactions ranging from strongly agree, 4 points, to strongly disagree, 1 point. Of a possible range from 20 to 80, the 204 students who took this questionnaire had a mean score of 60. This high mean indicates a positive environment exists in these home economics classrooms. There are five subscales which describe different facets of the class environment. They are goal direction, interested, informal, cohesiveness, and democracy. Table 6 gives more information concerning these subscales. Items ranked highest by students are given below. The subscale for the items is given as well as the percent of students strongly agreeing, agreeing, and the total of these two agreement categories.

ITEMS	PERCENT STRONGLY AGREE	PERCENT AGREE	TOTAL PERCENT AGREE
This class has certain goals to work towards. (Goal Direction)	29%	67%	96%
There are specific objectives for this class. (Goal Direction)	24%	70%	94%
Even though there are groups of friends in this class, the groups still work together when necessary. (Cohesiveness)	36%	56%	92%
The class works toward specific objectives. (Goal Direction)	18%	74%	92%
Everyone has opportunities to give opinions in this class. (Democratic)	38%	54%	92%
No one cares much about this course. (Interested) (Scoring Reversed)	44%	44%	88%
The goal of each lesson is identified. (Goal Direction)	25%	62%	87%
No one cares much about what goes on in this class. (Interested) (Scoring Reversed)	38%	48%	86%
Students do not pay attention to what occurs in this class. (Interested) (Scoring Reversed)	32%	50%	82%
Everyone enjoys working together in this class. (Cohesiveness)	25%	56%	81%
All class members could help in deciding class rules. (Democratic)	21%	60%	81%
Class members are not interested in what their classmates do. (Interested) (Scoring Reversed)	28%	52%	80%
Usually decisions are made by everyone. (Democratic)	24%	56%	80%

One subscale which did not have high scores was informality. Items in this subscale dealt with guidelines and rules followed. The instrument coded the use of strict rules and regulations as being negative while students agreed that their classes exhibited set guidelines and rules for conduct. This seems to give students security in knowing what is expected, thus was desirable from students' perspective.

Strongest agreement occurred with regard to students working together, decisions being made by everyone, and motivation of students in the class. Goal direction was rated highly by several students with most responses falling in the agree rather than strongly agree category. Thus, students do see their class in home economics as being directed to particular goals and objectives. These data correspond to reports made by observers and comments gathered through interviews with various people.

As is the case with the other instruments, data from case studies where students were not included support the findings of these data.

The Parents

In all case studies parents were interviewed. The number of parents surveyed in each case study varied: Iowa, 10; Michigan, 9; Nebraska, 41; North Carolina, 6; Ohio, 12; Pennsylvania, 17; and Virginia, 16. In most cases little demograhic data were given. However, in every case parents had positive attitudes towards home economics and saw home economics as helpful to their children.

In most cases data reported parents' scores on two attitudinal questionnaires. Data summarized here include parents from Nebraska, Pennsylvania, Michigan, Virginia, and Iowa. The first instrument describes parents' attitudes concerning home economics. This instrument had twelve items with a strongly agree, agree, disagree, and strongly disagree response pattern. The possible range was from 12 to 48 with 93 parents having a mean of 38 (see Table 6). All items are listed below with percent of parents' answers for the agreement categories.

ITEMS	PERCENT STRONGLY AGREE	PERCENT AGREE	TOTAL PERCENT AGREE
Home economics is an important subject.	46%	54%	100%
Content of home economics is useful now and in the future.	39%	61%	100%
Home economics is appropriate for men and women.	24%	76%	100%
Home economics provides nutrition information.	23%	77%	100%
Home economics includes more than cooking and sewing.	23%	77%	100%
Home economics has much to offer my son and daughter.	22%	76%	98%

ITEMS	PERCENT STRONGLY AGREE	PERCENT AGREE	TOTAL PERCENT AGREE
Home economics has much to offer.	28%	69%	97%
Home economics contributes to personal development	26%	70%	96%
Home economics will help students be a good parent.	17%	78%	95%
Home economics has contributed to my son's/daughter's ability to manage resources and make decisions.	13%	81%	94%
I wish I had had home economics.	13%	76%	89%
Home economics should be required.	13%	57%	70%

Most responses fall in the agree instead of the strongly agree category. The highest support in strongly agree is the item "Home economics is an important subject." As one can see from these data, parents surveyed had extremely positive attitudes towards home economics. Even on the lowest scored item over two-thirds of the parents thought home economics should be required. In the Iowa case study, 9 of 10 parents answered "I did take home economics" instead of using the regular respond categories. In further studies it might be interesting to see if mothers and fathers have different attitudes.

The second instrument had parents rate yes, uncertain, or no whether selected concepts ought to be taught and were being taught in home economics classes. The following are twenty-two concepts rated by parents.

OUGHT TO BE TAUGHT	CONCEPT	PERCEPTION IS TAUGHT
97%	Child Development	83%
99%	Clothing Care	77%
95%	Clothing Construction	80%
91%	Consumer Education	80%
98%	Decision Making	79%
90%	Environmental Factors Affecting Families	68%
75%	Families in Different Cultures	45%

OUGHT TO BE TAUGHT	CONCEPT	PERCEPTION IS TAUGHT
95%	Family Relations	86%
89%	Financial Management	76%
100%	Food Preparation	94%
98%	Health	90%
97%	Home Management	85%
95%	Household Equipment	80%
94%	Housing	76%
91%	Interior Design	79%
100%	Meal Planning	93%
99%	Nutrition	91%
93%	Parenting	84%
91%	Sex Education	71%
79%	Textiles	68%
91%	Values and Moral Education	62%
91%	Work Efficiency	68%

Food preparation and meal planning received 100 percent agreement that they ought to be taught in home economics. However, all concepts except families in different cultures and textiles were above 89 percent, thus viewed by a majority of parents as extremely important concepts that ought to be taught in home economics programs.

Over 90 percent of the parents perceived food preparation, health, nutrition, and meal planning as being taught in home economics classes and between 80 - 89 percent of the parents saw child development, clothing construction, consumer education, home management, family relations, parenting, and household equipment being taught. The nature of the program may have influenced answers. Semester courses may determine why some parents do not perceive what is being taught in home economics more comprehensively. These data also indicate that parents were more decisive about what ought to be included than what is taught in home economics programs. Further research might address the question: Where do parents get information about what is taught in home economics and how accurate is this information, and how might they receive this sort of information?

Support Personnel, Facilities and Resources, and Community

The brevity of these sections in the case studies has facilitated their inclusion in Table 7 which allows the reader to determine the significance of these variables at a glance. One can see that support personnel were considered helpful in many programs. Facilities and resources were significant in one program, but were not as helpful in others. In the same manner the community was more influential in some programs than in other programs.

Meeting Legislative Mandates

In concluding, it is evident that these programs are addressing the mandates of legislation. These programs are comprehensive in their coverage of home economics content and stress concepts such as consumer education, management of resources, nutrition, and parenting; encourage both males and females to assume the homemaking roles; have avoided sex bias and stereotyping; are staffed by teachers who participate in ancillary services which has helped in implementing successful programs; and are serving special needs populations.

It is evident that the success of the program is due mainly to the teacher. Seventeen times teachers were identified as the reason for the programs' success. In addition, students were cited twice, administrators three times, facilities once, and the community once. Thus, there are other variables viewed as helping contribute to a program's effectiveness.

Table 7. Summary of Selected Variables in Case Studies.

Support Personnel	Facilities and Resources	Community
IOWA		
Superintendent - very good program, need for more federal money. Principal - big percent of students take home economics. Teachers - home economics offers students skills and competencies in everyday living.	Only one-room department since second room was condemned in 1978. New facilities expected. Green Valley Area Educational Agency provides filmstrips, films, videotapes, etc. Cooperative Extension Service also provides resources.	Farming and small businesses are main means of support. Families are low socioeconomically. Community supports program by providing speakers, field trips, media, etc. Advisory committee meets regularly.
MICHIGAN		
Principal aware of program and goals of home economics. Principal attributes success of program to the teachers.	Teachers use equipment and facilities to fullest extent even though old. Two adjoining rooms; one has five kitchens, dining area, classroom area, and study area. The other has sewing area. Twenty-year-old building, needs updating, has bond issue up for vote.	Suburban area with predominately residential living.
NEBRASKA		
All support personnel interviewed knew the home economics program was comprehensive. Guidance Counselor knew the program the best and some success of the program may be attributed to her. Principal least knowledgeable. Superintendent was aware of the changes in the home economics program.	Facilities are adequate, could be improved. Two rooms, metal folding chairs, 3/4 of the students have better kitchen facilities than those in the school. Teacher satisfied with books, media, and equipment.	Local control is important in this area. Population is rural, close to state capital. Consolidated school is not viewed with favor and has resulted in apathy with regard to school issues. Home economics program uses resources of the local community and capital. There is an advisory council which has made recommendations that have been implemented. Student projects help the community and community is used as a resource in classes.
NORTH CAROLINA		
Faculty very knowledgeable about program. Success of program is mainly due to teacher according to people interviewed. Other teachers agree that Consumer Education and Management course is effective.	Facilities are adequate. One room with two storage closets and base cabinets. Up-to-date books, AV equipment, and filmstrips. Resources were obtained through purchase orders and donations of businesses.	Little community support of school. Wealthy community parents send children to private schools; parents are racially prejudiced and prohibit children from being involved in school activities. Program has an advisory committee. Businesses support program through purchasing supplies.
OHIO		
Support personnel well informed about home economics and Impact program. People interviewed showed concern, belief, and interest in program. Saw Impact activities as means to more overriding goals. Saw more abstract goals to develop self-concept, improve reading and attendance. Principal played an active role in expanding program.	Two rooms shared by two teachers. Program extends into the community with state funding providing transportation into community, a necessary part of the program. Facilities are not new, but light, clean, and apparently adequate.	Small university town so there is the town/gown syndrome. Few racial or ethnic minorities. There is an advisory committee. Community has been involved in program: local preschool. local Family Services Program. children's home. court. joint vocational school. correctional facilities. food store.
PENNSYLVANIA		
Principal and District Home Economics Supervisor attributed success of the program to the teachers.	Four large classrooms, child development, foods, clothing, general home economics, and child care. Both occupational and consumer and homemaking equipment available. Apartment is used for department and vocational activities. Facilities helpful in program's success according to the teachers.	There are programs which increase community awareness of home economics. Program makes contact with the community through money-making projects, child development program, and preparing students for jobs.

Table 7 (Continued).

Support Personnel	Facilities and Resources	Community
	VIRGINIA	
Administration attributes success of the program to the teachers, environment of class, and methods used. Administrators complimented teachers' attitude and ability to work together and tie course into other classes. Guidance Counselor helps in recruiting males into home economics. Guidance Counselor said only Psychology was chosen more than Family Living from the 42 elective courses available in the school.	One room is all purpose including: kitchens, sewing machines, portable storage unit, tables, and chairs. Another room separated from school cafeteria with folding wall. Both rooms sufficiently equipped for teaching and learning; however, the atmosphere of the second room is not ideal. Evaluation team stated concern over location of home economics program. Suggested relocation.	Active advisory committee described the program as excellent, praised the teachers and community. Advisory committee also stated there was a close network between the community and the program. Several community members serve as resource persons to the home economics program.

CHAPTER 4

CONCLUSIONS, GENERALIZATIONS, AND RECOMMENDATIONS

This chapter will synthesize the case studies developed, propose generalizations about programs described, and make recommendations for people interested in this research. It should be remembered that impact research is only one research method which is particularly valuable for certain types of data collection. It is especially useful in communicating to people who do not normally read quantitative research reports. In addition, generalizations developed from impact research can be validated by more traditional research methods (Guba, 1978).

The seven case studies received are describing seven very different programs. All programs can be considered effective and describe different ways consumer and homemaking programs are responding to legislative mandates and local community needs.

The case studies provide impressions as well as actual observations. Case studies reported here capture only a fraction of the activities that are occurring in consumer and homemaking programs across the country. Studies of additional programs are needed to focus on the variables that are truly significant in making effective consumer and homemaking programs.

The data concerning curriculum taught in these seven case studies coincide with the findings of the "Census Study" (Hughes, 1980). Curriculum materials examined by the researchers, courses offered in the home economics programs, teachers' scores on the Curriculum Orientation Survey, and observations of lessons confirm the inclusion of nutritional knowledge and food use, parenthood education, management of resources, and consumer education. It is also evident that students see the importance of learning these concepts and believe that home economics will aid them in learning about these areas. In fact, 96 percent of the students in this study agreed that it was important to learn to be a good parent and to use money wisely.

Ninety-four percent of parents thought food preparation was taught, 91 percent thought nutrition was taught, 85 percent thought home management was taught, 84 percent thought parenting was taught, and 80 percent thought consumer education was taught. Moreover, all of these concepts were rated by 91 percent or more of the parents as concepts that ought to be included in home economics. Although parents perceived that these concepts ought to be taught, they are not as positive that the concepts are included. Since these concepts were in the home economics programs, this seems to indicate that home economists need to inform parents and community about what is taught in home economics classes.

Teachers in these programs exhibit many characteristics that have previously been identified as factors related to successful teaching (Ryans, 1960; Dunkin & Biddle, 1974; Amidon & Hough, 1967; Good & Brophy, 1978). The teachers in these case studies were concerned about students, enthusiastic about their programs, committed to teaching and to learners, knowledgeable about their subject matter, and skilled in interpersonal relationships.

These home economics classes also exhibited desirable environmental conditions that encourage learning and students' growth and development. It is clear that the classes were goal directed, cohesive, and motivated, a finding supported by research conducted by Dohner (1979).

Students enrolled in these home economics programs encompass both males and females, a variety of disadvantaged students, and representative groups of different races and ethnic learners. Although data concerning cognitive growth were limited, data related to attitudinal factors reveal an extremely positive view of home economics and acknowledge the importance of the content learned.

Not only did the students have positive perceptions of home economics but the parents were also very supportive of the home economics programs. Although their support of the home economics programs was not as strong as the students' responses, nevertheless 100 percent of the parents agreed that home economics was an important subject, included more than cooking and sewing, and was useful now and in the future.

Again, these programs were selected because they were thought to exhibit qualities of effective home economics programs. The reports of the case studies seem to indicate that in these instances certain variables contribute to a program's success. Teachers were nominated as the most important variable. This suggests that preservice and inservice teacher education, by developing great teachers, can enhance the quality of home economics programs.

Generalizations

After analyzing all data obtained through interviews, observations, and surveys, the following generalizations were developed concerning these seven case studies.

1. Teachers appear to be the key factor in effective programs.
2. Students see teachers of outstanding programs as concerned about them and how they feel.
3. Teachers of outstanding programs are knowledgeable about the goals of home economics and incorporate these goals into their curriculum, care about students and what they learn,

are committed and involved, gain support from administrators and community, and establish a class climate where students are goal directed and interested.

4. The goals of effective programs tend to be comprehensive of home economics subject matter, related to helping students in everyday life, and facilitate learning helpful in future family life.

5. Students in effective home economics programs tend to have extremely positive feelings toward the subject matter of home economics, the teachers, and the class environment.

6. Student involvement at all levels, planning, class activities, and outside activities, relates highly to a successful program.

7. Parents, students, support personnel, administrators, and other faculty have a consistently positive view of home economics.

8. Community involvement enhances, but is not an essential element of successful programs. Some programs had good community involvement but other programs did not.

9. Resources aid but do not make or break a home economics program.

10. Changes in existing programs are facilitated by a teacher's participation in graduate or in-service programs.

11. Vocational education money is helpful to programs but is not identified as a key success factor. Vocational education money was identified as more helpful in some programs than in other programs.

12. Programs' responses to legislative mandates differ according to the needs of the local community and the local school structure of home economics.

Recommendations

From examining these data, the following recommendations were made:

1. More case studies need to be completed of other outstanding secondary consumer and homemaking programs.

2. Case studies could be useful for other types of outstanding home economics programs, such as occupational, post-secondary, adult, and elementary based upon criteria developed for these types of home economics programs.

3. Results of case studies developed from another model need to be compared to these studies to determine if there are variables the model overemphasizes or does not identify.

4. State administrators and state supervisors could be more involved in this type of research because it is easily understood by a variety of audiences including legislators, local administrators, inservice teachers, and others.

5. Continued leadership by designated persons or groups needs to be given to this research in order to provide encouragement and support for naturalistic inquiry; to analyze and synthesize individual case studies; and to verify generalizations through conventional quantitative research procedures.

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APPENDIX A

SECONDARY HOME ECONOMICS PROGRAMS: CASE STUDY DEVELOPMENT

SECONDARY HOME ECONOMICS PROGRAMS:

CASE STUDY DEVELOPMENT

Conceptualized as part of Impact Home Economics Research Workshop sponsored by the AVA Ad hoc Research Committee by this subcommittee:

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GENERAL INSTRUCTIONS

Characteristics of Case Studies

This study will examine effective secondary home economics programs to provide examples where programs are meeting the needs of the communities they serve and are responsive to societal needs as expressed in legislation. The approach has been to seek data by way of in-depth case studies of programs. Such data where collected from a carefully structured plan can be invaluable in providing insights of the nature needed in impact studies. The following sources may be useful for individuals interested in conducting similar studies.

Foreman, P. B. The theory of case studies. In B. J. Franklin & H. W. Osborne (Eds.), Research and methods: Issues and insights. Belmont, CA: Wadsworth Publishing Company, Inc., 1971.

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Criteria for Effective Programs

The following criteria are meant to be representative of that which might be used to aid in the identification of effective home economics programs. It is recognized that programs which do not meet all of these criteria might still very well be classified as effective and that effective programs might possess additional characteristics not identified here. During the development of the criteria, the stance was taken that an effective program could exist in a variety of forms: as a comprehensive offering or as a special part of a comprehensive structure such as a school-age maternity program. No real attempt is made to differentiate among these criteria.

Quantitative Criteria	Qualitative Criteria
Number of students reached, including the following groups: . males/females . limited English speaking . handicapped . disadvantaged - academically - socioeconomically . school-age parents . school dropouts . migrants . gifted and talented	
Advisory committee established with members representative of school service area population (students, parents, business representatives, educators--middle/junior high, high school, post-secondary, school counselors, welfare and legal personnel).	
Advisory committee meets regularly.	Advisory committee is kept informed about happenings in the home economics program (e.g., enrollments, special problems, successes, changes).
	Action is taken by home economics program on advisory committee recommendations.
Program objectives are clearly identified.	Program goals and activities are clearly and accurately communicated to students, community members, and other school personnel.
Objectives reflect student and community needs (present as well as future).	
Course content relates to objectives.	
Mode of instruction is appropriate for objectives.	

Quantitative Criteria	Qualitative Criteria
Mode of instruction and resources used are appropriate for age, learning, and experiential background differences that exist between students.	Individual differences, including cultural differences, are recognized and allowed to enrich learning experiences of all students.
Resource materials (e.g., texts, audiovisuals, professional publications) are adequately supplied in the school.	
Balance exists in comprehensive consumer homemaking program among the substantive areas.	Consumer homemaking program instruction is focused on the role of the family in society and on the roles of individuals within families.

← Sex-role stereotyping is nonexistent in the program in terms of: →

. language used in the classroom
. projects required of students
. resource or audiovisual material
. room atmosphere or visual displays

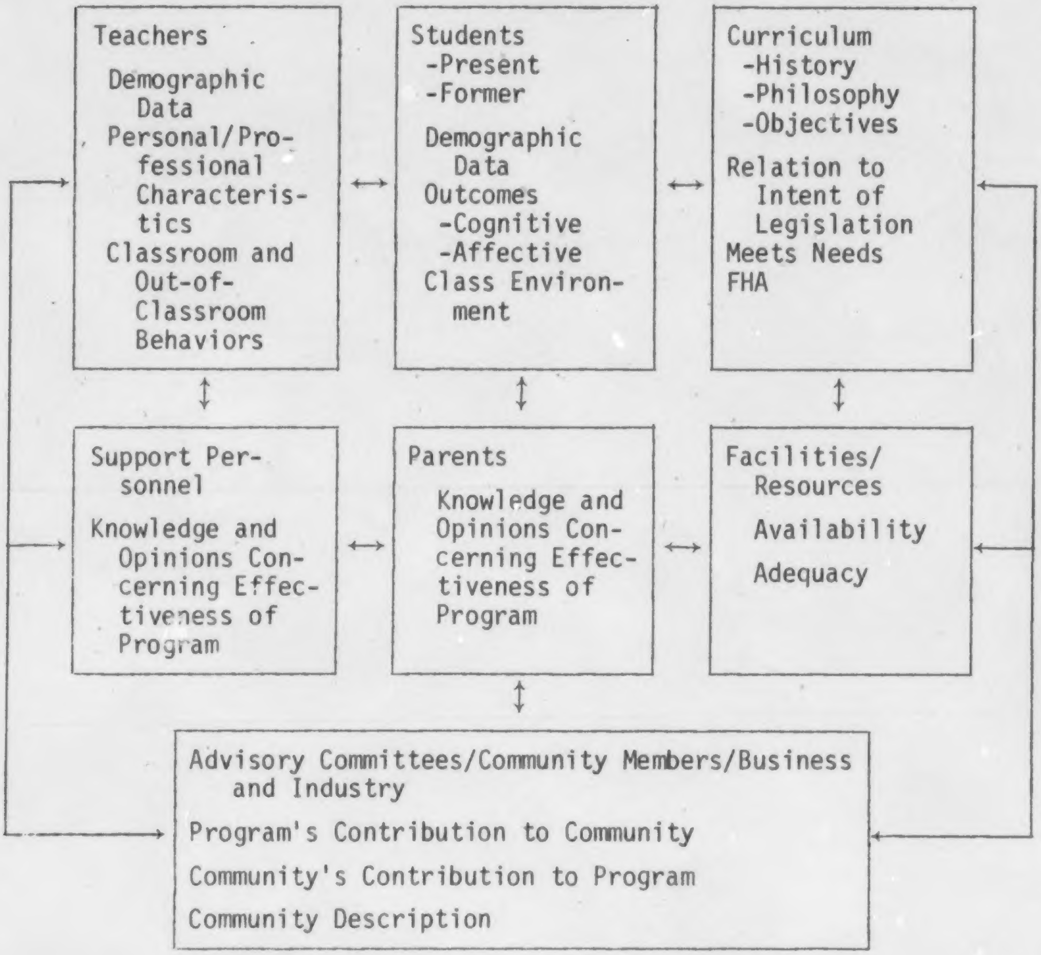
Opportunities exist for students to develop leadership skills and extend learnings beyond the classroom (e.g., through FHA or other similar student organizations).	Students show increased leadership and social skills as a result of participating in student organization activities.
Formative evaluation is used to monitor program effectiveness. Results of summative evaluations are used in further program planning.	Community members, present and former students, and other school personnel are supportive of the program.
Evaluations show positive outcomes: pupil growth (cognitive, affective).	Program has a positive effect on the community in the cognitive and affective areas.
Personnel have adequate training and take steps to keep up to date in the fields of home economics education.	Personnel have positive attitudes toward students, the program, the school, and community.

Quantitative Criteria	Qualitative Criteria
Personnel demonstrate expertise in both subject matter and application of teaching methodologies.	Personnel exhibit creative ability in planning, implementing, and evaluating instruction.

Variables to be Investigated

To address the purpose of the study and in accordance with the criteria, the following elements of the home economics program will be examined.

MODEL FOR PROGRAM DESCRIPTION


Teachers
Demographic Data
Personal/Professional Characteristics
Classroom and Out-of-Classroom Behaviors
Students
-Present
-Former
Demographic Data
Outcomes
-Cognitive
-Affective
Class Environment
Curriculum
-History
-Philosophy
-Objectives
Relation to Intent of Legislation
Meets Needs
FHA
Support Personnel
Knowledge and Opinions Concerning Effectiveness of Program
Parents
Knowledge and Opinions Concerning Effectiveness of Program
Facilities/Resources
Availability
Adequacy
Advisory Committees/Community Members/Business and Industry
Program's Contribution to Community
Community's Contribution to Program
Community Description

Protection of Human Subjects

Federal Health Education and Welfare regulations (see Title 45, Code of Federal Regulations, Part 46, dated March 13, 1975) spell out requirements regarding human subjects. We suggest checking with your institution and schools in which you will be evaluating programs to identify appropriate procedures for being in compliance with these regulations.

Further information about investigator's responsibilities related to human subjects can be found in the following resources:

(1) Ethical Principles in the Conduct of Research With Human Participants, American Psychological Association, Inc., Washington, D.C. (1973).

(2) Ethical Issues in Research with Human Subjects, Wolf Wolfensberger, Science, 155:47 (1967).

(3) Privacy and Behavioral Research, Oscar M. Ruebhausen and Orville G. Brim, Jr., American Psychologist, 21:437 (1966).

(4) Declaration of Helsinki, Journal of American Medical Association, 12:32 (1966).

SUGGESTED GUIDELINES FOR EVALUATING PROGRAM ELEMENTS

General Procedures for Investigators

The investigator should remember that the case study development packet is designed to serve as a guide. The investigator may choose to incorporate adaptations and/or expand ideas provided in the packet. Suggested in this section are some additional ideas which are worthy of the investigator's consideration.

Case study development is a time-consuming endeavor, but the results are well worth the investment. Sociologists and anthropologists who most often use this methodology have spent months and even years in the environment which they later describe (Babbie, 1979). Although this is a desired aspect of case study development, it may not always be possible to be at the field site for these long periods of time.

Some investigators suggest involving individuals being studied in the investigation (Rist, 1975). That is, the teacher, students, and parents can be encouraged to report and collect data. Students could be encouraged to keep daily diaries for their activities related to their consumer and homemaking classes. Teachers might keep a log on the elements of the classroom environment she observes. Parents may be asked to keep anecdotal records of things they hear from their children about the consumer and homemaking classes. All of this will be of assistance to the investigator and can be used for cross validation of data collected through other channels.

Specific directions for data collection for each element, use of instruments, and privacy rights are spelled out in this package. However, the following brief guidelines may be helpful.

1. Plan the research so that an optimum amount of on-site visitation is possible.
2. If you cannot devote a large segment of time in the setting, schedule regular visits over a longer time period.
3. Collect data from a variety of sources--teachers, students, parents, administrators, etc.
4. If possible, use a variety of means to collect data.
5. Compare data collected through various means; i.e., contrast observations with data from instruments.
6. Organize the final report around the elements identified previously. (May want to include miscellaneous category for reporting things not falling in other categories.)

7. Inferences should be limited; accuracy and objectivity are necessary.

8. As soon as possible, record notes made during observations so they will be more accurate. Then examine suggested elements to see if additional things come to mind.

9. In a separate section, after the reported observations, state interpretations you feel might not be tied directly to things you saw. Might also include in this section things that interested or puzzled you.

10. Evaluators should take precautions not to violate privacy rights of various people.

Students

The evaluator should include the following means of data collection from students:

(1) observe in the home economics classroom.

(2) interview students one to one or in small groups.

(3) administer appropriate instruments.

(4) collect applicable demographic data.

Classroom Observations

Student behavior and responsiveness should be observed in the home economics classroom. The following cues may serve as guidelines for the observations you will conduct.

- Cohesiveness of the class (Do class members work together as opposed to groups of students working in opposition?)

- Motivation (Do students appear interested in what is happening in class?)

- Responsiveness (How do students respond to teacher, each other, various other elements in the classroom?)

- Knowledge (Do students appear to know what is going on, have appropriate answers or solutions or ask questions if they appear not to understand?)

- Competition (Do students appear to be in competition with each other or are they working at their own pace?)

- Methods (What methods of instruction do students appear to enjoy and/or do well in?)

- Democratic Atmosphere (Do students appear to have input into what will be done in the class?)

- Goal Directed (Do students appear to know what the class objectives are and do they appear to be working toward them?)

- Students in General (What types of students are in the class, i.e., boys/girls, handicapped, other special populations?)

One-to-One or Small Group Interviews

The evaluator is encouraged to ask questions of students that will correspond with data observed or collected by instruments.

EXAMPLE

observed	students are able to carry on class activities with a minimum of teacher direction.
testing	on written instruments students respond favorably to a statement such as "This teacher lets me do most things on my own.
interview	in an interview you may want to inquire of students whether they feel free to initiate activities in classes or if the teacher gives too many or not enough directions.

In developing questions for interviews, the evaluator should be guided by the categories spelled out above under Classroom Observations as well as questioning students about the relevance of their home economics class to the lives they live or expect to live.

Uncovering students' ideals related to educational processes (teacher, class, subject matter) will contribute to the evaluator's insight into the perspective which students use to view the experiences they are having in home economics classes.

Administration of Appropriate Instruments

To verify observation and interview data, the evaluator may wish to administer the following instruments to students in the home economics program undergoing evaluation. It is also recommended that a control group of students be given the tests as a means of establishing differences between students in home economics and those not enrolled.

Tests to be administered include:

- What Do You Think About Home Economics?
- Students' Estimate of Teacher Concern

- Subject Matter Competence (i.e., knowledge, awareness, attitudes)
- Class Environment

Administration of instruments is optional and left to the discretion of the observer. The use of objective data will add credibility to the evaluation report.

A packet of useful instruments is included with directions for scoring procedures.

Teachers

Probably one of the most important elements in any program is the teacher. Teachers may be evaluated in a variety of ways: interviews, instruments, and observations.

It is suggested that data be collected about the teacher both in and outside the classroom. These data can then be compared to data collected from learners, administrators, community members, advisory committee members, other faculty, and other significant people.

The following are elements suggested for examination. If other significant elements are observed, please include them.

Suggested Factors	Suggested Ways of Data Collection
A) Demographic Data	
Age	
Sex	
Race	
Years Experience	
Years teaching in this program	
Similarity between students' and teachers' backgrounds	Interview with teacher
B) Personal/Professional Characteristics	
Enthusiasm	Observation
Attitude toward learners	Interview with teacher, administrators, other faculty, students, etc.
Dogmatism	
Concern for students	
Commitment	Instrument--Teacher Facilitation of Self-Direction
Knowledge of subject matter	
Flexibility	

Suggested Factors	Suggested Ways of Data Collection
C) Classroom and Out-of-Classroom Behaviors	
Concepts emphasized in teaching	Observation Interview with teachers, students, administrators, faculty, etc.
Learner supportiveness	
Quantity and quality of interactions	
Direct and indirect teaching behaviors	
Environment established	
Variety and effect of teaching methods	Instrument - Curriculum Orientation Survey

Curriculum of the Program

The curriculum of the program gives indication of how the needs are met. In evaluating the curriculum, the following means may be used: examining curriculum guides, interviewing, observing, and administering instruments.

Key Questions	Suggested Ways of Data Collection
What is the history of the program?	Interview teacher, administrators, counselors, etc.
How does the program meet needs of target populations addressed in legislation?	Observation, Interviews
What is the philosophy of the program?	Examination of curriculum Observation Interviews
What are the objectives of the program?	Examination of curriculum Observation, Interview Instrument - Curriculum Orientation Survey
What is the "hidden curriculum"?	Observation Interview teacher, students, etc.
What is taught?	Interview Instrument - Curriculum Orientation Survey

Facilities/Resources

Facilities and resources contribute to overall effectiveness of the program.

The following suggested questions may help in evaluating this part of the program. Surveying equipment, media, books, supplies, other materials, and housing for the program will provide useful information. Observation and interviewing will also be prime sources for data collection.

Key Questions	Suggested Ways of Data Collection
What resources are available?	Observation Interview
How have resources been acquired?	Interview with teacher and administrators
What plans are being enacted to improve resources available?	
Are current concerns evident in materials? sex bias cultural diversity special populations represented content emphasis	Observation Interview
How are available resources being used most effectively?	Observation Interview with students

Each of the following elements can be evaluated through interviews. Under each of the following categories, suggested questions may be used or others the evaluator feels are necessary.

Support Personnel

Key Questions

How would you describe the home economics program?

What do you see as the major accomplishment of the program?

To what do you attribute the success of the program?

What suggestions could you make for improving the program?

How is the program advertised to students?

How has federal and/or state money affected the program?

Graduates

Key Questions

How has the program helped you?

What do you remember most about the program?

Of other programs taken, would you say this program has been more or less helpful? Why? Why not?

Advisory Committee/Community Members/Business and Industry

Key Questions

What are the needs of the community being met by this program?

What is the role and purpose of advisory committees? Do you feel it is fulfilling this role? Why or why not?

How does this program communicate to people outside the school?

What does it communicate to the community?

How has this program helped the community?

How has business and industry been involved with this program?

Parents

Parents can indicate the effects a program can have on learners. Interviews and questionnaires may be helpful in collecting data. Three instruments are located in the back for use with parents. They are: General Information, Parents' Attitudes Toward Home Economics, and Parents' Perceptions of Concepts Emphasized in Home Economics Programs. It is recommended that instruments be administered in this order.

Suggested Factors	Suggested Ways of Data Collection
Experience with the home economics program Amount of experience Time of experience Benefits to son or daughter	Interview Instrument: General Information

Suggested Factors	Suggested Ways of Data Collection
Knowledge of home economics programs	Interview Instrument: Parents' Perceptions of . . .
Attitudes toward home economics	Interview Instrument: Parents' Attitudes . . .
Perceptions about home economics programs	Interview Instrument: Parents' Perceptions . . .

Writing the Case Study

The primary concern in the development of a case study should be objectivity. For this reason, it is suggested that concrete data gathered through systematic observations, interviews, and administration of various instruments in this packet should be the substance of the case study you write. The more data you collect, the more comprehensive your case study can be. If you are unable to gather data for any variable in the program description model, your case study should include an explanation of the omission of the variable.

A case study may be developed for an entire home economics program or it may include only one element of a program (i.e., consumer education or preparation for parenthood). The primary foci of the case study should be the concerns expressed as needs by the 1976 Vocational Education Amendments in general and the community specifically. The case study should be concise, yet inclusive. There is no rule of thumb for the length of a case study, although unusually lengthy ones (over 20 pages) will probably be less useful than more abbreviated versions.

It cannot be stressed enough that objective reporting is critical to the usefulness of the case studies developed. Any judgmental statements based solely on conjecture will tend to discredit otherwise valuable data reporting.

A sample outline for case study development is suggested below.

I. Introductory Statement About the Program

II. Curriculum Description
  History of the Program
  Philosophy Behind Its Development
  Major Objectives
  Relation to Intent of Community and Home Economics Legislation

III. Facilities
  - Description of Availability and Adequacy

IV. Teacher(s) in the Program
  - Demographic Description
  - Personal/Professional Characteristics
  - In and Out of Classroom Behavior

V. Support Personnel (Superintendent, Principal, Guidance Counselor)
  - Knowledge and Opinions of the Home Economics Program
  - Perceptions of the Effectiveness of the Program

VI. Students (Those Enrolled Now and Formerly)
  - Demographic Data
  - Behavior and Knowledge from Home Economics Programs
  - Attitudes Toward Subject Matter, Home Economics, Teacher

VII. Classroom Environment
  - Cohesiveness of the Class
  - Motivation
  - Responsiveness
  - Knowledge
  - Competition
  - Methods
  - Democratic Atmosphere
  - Goal Directed
  - Students in General

VIII. Parents
  - Knowledge of the Program
  - Opinions of the Effectiveness of Program

IX. Responsiveness of Community (Advisory Committees/Community Members/Business and Industry)
  - Community Description
  - Community Involvement with the Program
  - Program Contribution to the Community

X. Summary and Conclusions

INSTRUMENTS FOR DATA COLLECTION

This section contains various instruments which can be used to supplement and verify data collected through interviews and observations. Data collected through the use of these instruments will add to the credibility of the case studies which you develop.

The instruments provided here are suggested as a means of collecting data. Other instruments may be used to collect similar data or to provide additional data for areas not addressed by instruments included here. The measures in this packet are at various stages of development and conceptualization. They have been compiled as a basis for case study development and with continued use will be refined to contribute to that process.

Keep in mind that the purpose of this research is to provide the most accurate picture of what makes an outstanding consumer and homemaking program. The case study developer may use many means to gather information confirming the strengths of such programs.

The reliabilities of the instruments in this packet are provided in the table below:

Instrument	Reliability
What Do You Think About Home Economics?	.85 coefficient alpha
Students' Estimate of Teacher Concern (Form B)	.92 internal consistency
Class Environment	.86 coefficient alpha
Curriculum Orientation Survey	.95 coefficient alpha
Teacher Facilitation of Self-Direction	.91 internal consistency
Parents' Perceptions of Concepts Emphasized in Home Economics Programs	.89 coefficient alpha
Parents' Attitudes Toward Home Economics	.86 coefficient alpha

For additional information about these devices contact:

Home Economics Education
212 Rackley Building
The Pennsylvania State University
University Park, PA 16802

Instrument	Reliability
Iowa Food and Nutrition Test	.85 Spearman Brown
Consumer Education Test	.90 Spearman Brown

For additional information about the Food and Nutrition and Consumer Education Tests contact:

Department of Home Economics Education
McKay Hall
Iowa State University
Ames, Iowa 50010

WHAT DO YOU THINK ABOUT HOME ECONOMICS?

Purpose: This instrument was designed to determine student attitudes concerning home economics and to determine their perception of the importance of learning basic home economics concepts.

Description: This 16-item scale allows students to choose four responses from strongly agree to strongly disagree as they relate to their feelings about the statements concerning home economics. The last item allows students to write in a response as well as the opportunity to agree or disagree.

Population: What Do You Think About Home Economics was tested with over 200 students in a variety of geographic locales.

Reliability: .85

Source:

Connie J. Ley and Ruth Anne Mears
Home Economics Education
The Pennsylvania State University
University Park, PA 16802

WHAT DO YOU THINK ABOUT HOME ECONOMICS?

DIRECTIONS: Read each of the following statements carefully and then rate it on a scale. Circle that answer which best describes how you feel. It is not necessary to put your name or any other writing on the paper. Circle SA, A, D, or SD depending on whether you strongly agree, agree, disagree, or strongly disagree with the statement.

SA A D SD 1. Home economics is very interesting.

SA A D SD 2. I can do very well in home economics.

SA A D SD 3. Home economics will help me in the area of family life.

SA A D SD 4. Everyone should be required to take home economics.

SA A D SD 5. Home economics should be taught in elementary, junior high, and senior high schools.

SA A D SD 6. Home economics is as important as other major subjects.

SA A D SD 7. It is important to learn how to eat foods to stay healthy.

SA A D SD 8. It is important to learn how to use money wisely.

SA A D SD 9. It is important to learn how to get along with my family.

SA A D SD 10. It is important to learn how to be a good parent.

SA A D SD 11. It is important to learn how to make decisions about home and family.

SA A D SD 12. It is important to learn about me and my personality.

SA A D SD 13. It is important to learn how to make the most of my good points.

SA A D SD 14. It is important for males and females to know these things.

SA A D SD 15. Home economics class is a good place to learn the things mentioned in statements 7 - 13.

SA A D SD 16. The things mentioned in the above statements could be better learned in other places than in home economics class. Write here some of those better ways: ______________________________
____

THANKS FOR ANSWERING THESE QUESTIONS. YOU'VE BEEN A BIG HELP!

TO THE EVALUATOR: This test may be administered in this mode, or each item placed on 3 X 5 cards with a separate card to record answers.

SCORING PROCEDURES FOR

WHAT DO YOU THINK ABOUT HOME ECONOMICS?

Give Strongly Agree 4 points, Agree 3 points, Disagree 2 points, and Strongly Disagree 1 point, except for item 16.

Reverse item 16 so that SA = 1, A = 2, D = 3, and SD = 4.

Range 16 to 64. High score indicates positive attitude toward home economics.

STUDENTS' ESTIMATE OF TEACHER CONCERN (FORM B)

Purpose: This device is used to determine the extent to which a teacher is able to develop rapport with students.

Description: This is a 30-item test to which students respond yes or no when asked if a certain statement is true about their teacher.

Population: This instrument has been used with thousands of secondary students from a variety of subject matter classes. It has been widely used in home economics classes.

Reliability: .92

Source: Elizabeth M. Ray
Home Economics Education
The Pennsylvania State University
University Park, PA 16802

STUDENTS' ESTIMATE OF TEACHER CONCERN - FORM B

(Reprinted with Permission of Author/Institution)

My Name___________________ School______________ Grade__________

ALL QUESTIONS ON THIS PAPER REFER TO THE SAME TEACHER.

Read each question carefully and answer according to your own feelings about this teacher.

This teacher's name is ____________________________

Directions:

If your answer to a question is "YES," circle the Y before the question. If your answer is "NO," circle N.

Yes No

Y N 1. Do you think it matters to this teacher if you are happy or unhappy?

Y N 2. Does this teacher make you feel that what you say or do, or want to do is important?

Y N 3. Does this teacher seem to want to know you better?

Y N 4. Do you feel at ease and comfortable when you talk to this teacher?

Y N 5. Has this teacher tried to help you understand yourself better?

Y N 6. Has this teacher helped you to work easily and happily with all kinds of classmates?

Y N 7. Do you feel you can talk with this teacher about your problems?

Y N 8. Does this teacher really know how you feel so that you want to discuss your problems?

Y N 9. Has this teacher tried to help you feel more at ease in social situations?

Y N 10. Do you feel this teacher has done anything to help you to solve your own problems?

Y N 11. Would this teacher be willing to help you to get a job?

Yes No

Y N 12. Does this teacher seem to understand what you mean to say even when you don't express yourself very well?

Y N 13. Has this teacher done anything to help you to see more clearly what some of your problems are?

Y N 14. Is this teacher friendly to all the students?

Y N 15. Has this teacher tried to help you become a better person?

Y N 16. Does this teacher give you as much attention as other students get?

Y N 17. Does this teacher think your problems are just as important as those of other students in the class?

Y N 18. Would this teacher be willing to help you get a job?

Y N 19. Does this teacher know what you can do and cannot do?

Y N 20. Has this teacher helped you to be a better leader?

Y N 21. Do you think you will want to talk over your problems with this teacher even when you are not in the course?

Y N 22. Does this teacher know how to help you so that you don't mind being helped?

Y N 23. Can you talk things over with this teacher even when your problems are not related to class?

Y N 24. Would this teacher help you if you got into any kind of trouble?

Y N 25. Does this teacher think you are as important as anyone else in the class?

Y N 26. Has this teacher helped you to think and say what you feel is right?

Y N 27. Does this teacher seem to know how to help you express things that you don't know how to say?

Y N 28. Has this teacher shown you ways of doing things so you have more fun doing them?

Y N 29. Has this teacher helped you to learn ways in which you could become a better family member?

Yes No

Y N 30. Does this teacher help you to look for answers to some of your questions so that you learn more than if you were told the answers?

SCORING PROCEDURES FOR

STUDENTS' ESTIMATE OF TEACHER CONCERN

Each "Yes" answer is +2.
Each "No" answer is +1.

Range of scores 30 to 60. A high score indicates greater concern for students on the part of the teacher.

CLASS ENVIRONMENT

Purpose: This instrument examines students' perceptions of five elements of their classroom environment.

Description: Students respond to 20 items with reactions ranging from strongly agree to strongly disagree. They are asked to react to statements which describe various facets of their classroom environment including: goal direction, interest, informality, cohesiveness, and democracy. Although it has been used in home economics classes, this instrument has the potential for general application.

Population: This scale has been used with several hundred students in home economics classes.

Reliability: .86

Source: Adapted from an instrument by Anderson and Walberg by:

Ruth Anne Mears and Connie J. Ley
Home Economics Education
The Pennsylvania State University
University Park, PA 16802

CLASS ENVIRONMENT
(Completed by Students)

After reading each question, respond by circling SA if you strongly agree, A if you agree, D if you disagree, and SD if you strongly disagree.

SA A D SD 1. There are specific objectives for this class.

SA A D SD 2. This class has certain goals to work towards.

SA A D SD 3. The goal of each lesson is identified.

SA A D SD 4. The class works toward specific objectives.

SA A D SD 5. Class members don't care what happens in class.

SA A D SD 6. No one cares much about what goes on in this class.

SA A D SD 7. Students do not pay attention to what occurs in this class.

SA A D SD 8. Class members are not interested in what their classmates do.

SA A D SD 9. No one cares much about this course.

SA A D SD 10. There are rules for everything in this class.

SA A D SD 11. Before one can do anything, approval must be given.

SA A D SD 12. Students are required to follow rules to do most things in this class.

SA A D SD 13. Everyone gets along well in this class.

SA A D SD 14. In this class students are personal friends.

SA A D SD 15. Everyone enjoys working together in this class.

SA A D SD 16. Even though there are groups of friends in this class, the groups still work together when necessary.

SA A D SD 17. Usually decisions are made by everyone.

SA A D SD 18. Everyone has opportunities to give opinions in this class.

SA A D SD 19. All class members could help in deciding class rules.

SA A D SD 20. There are often group efforts in deciding what should be done.

SCORING PROCEDURES FOR

CLASS ENVIRONMENT

Class environment is composed of five separate subscales. SA is scored 4, A is scored 3, D is scored 2, and SD is scored 1. Exception to this procedure involves two subscales, interested and informal, where items should be reversed with SD scored 4, D scored 3, A scored 2, and SA scored 1.

Possible range for total instrument 20 to 80.

Items	Subscales	Possible Range	Meaning
1-4	Goal Direction	4 to 16	High score, more goal directed
5-9	*Interested	5 to 20	High score, more interested
10-12	*Informal	3 to 12	High score, more informal
13-16	Cohesiveness	4 to 16	High score, more cohesive
17-20	Democracy	4 to 16	High score, more democratic

*Items are reversed in scoring.

TEACHER FACILITATION OF SELF-DIRECTION

Purpose: This instrument measures teachers' perceptions of their use of teaching behaviors which promote student self-direction in learning.

Description: This 30-item device allows respondents to choose one of four responses which describe a behavior as very much like their teaching behavior to not at all like their teaching behavior. It has been found that more self-actualizing teachers perceive themselves as fostering self-direction in students.

Population: This instrument has been used with over 200 home economics teachers from various geographic locales.

Reliability: .91

Source: M. Louise Smith
Home Economics Education
The Pennsylvania State University
University Park, PA 16802

TEACHER FACILITATION OF SELF-DIRECTION
(Reprinted with Permission of Author/Institution)

Directions:

This inventory is composed of statements which describe ways teachers interact with students. Please read each statement carefully and decide the choice which best describes you. Record your decision by circling the appropriate letter, A, B, C, or D. Give only one response to each statement.

Key

A. I am very likely to work this way with students.

B. I may work this way with students.

C. I probably would not work this way with students.

D. I am not at all likely to work this way with students.

A B C D 1. The teacher frequently encourages groups to work independently to encourage freedom of individual participation.

A B C D 2. The teacher uses individual conferences with students to help them evaluate their progress and plan future work.

A B C D 3. The teacher assumes the responsibility for structuring the learning experiences of a new unit so that students will not be overwhelmed by coping with problems beyond their comprehension.

A B C D 4. The teacher gives frequent tests designed to motivate students to pay particular attention to mastering facts as they study.

A B C D 5. The teacher helps students plan for using released classroom time to conduct independent research related to their goals.

A B C D 6. The teacher develops carefully selected criteria which students use to evaluate learning experiences.

A B C D 7. The teacher uses the quality of the finished product as the best evidence of the student's learning gained by this experience.

A B C D 8. The teacher determines appropriate learning experiences for individual class members.

A B C D 9. The teacher assumes complete responsibility for maintaining classroom discipline.

A B C D 10. The teacher asks students to think of alternative solutions to their problems and to try them out.

A B C D 11. The teacher strives to interest students to learn what she/he knows is best for them.

A B C D 12. The teacher uses individual conferences with students to help them identify personal goals.

A B C D 13. The teacher helps students use available learning materials and to search for other possible community resources.

A B C D 14. The teacher helps students plan a workable sequence of learning experiences.

A B C D 15. The teacher advises students to use ways of working which were effective in previous classes.

A B C D 16. The teacher motivates the students to attempt advanced steps in their work as they are ready to do so.

A B C D 17. The teacher enjoys seeing students develop toward the goals that were set for the group.

A B C D 18. The teacher uses lectures and class recitations in preference to independent study by students.

A B C D 19. The teacher advises students to consider all solutions to problems for which they can gather evidence before attempting to draw conclusions.

A B C D 20. The teacher tells students how they can best accomplish individual and class goals.

A B C D 21. The teacher inspects students' work after each step as they work on individual projects.

A B C D 22. The teacher helps students learn how to relate their ideas in the classroom.

A B C D 23. The teacher invites students to express their ideas in the classroom.

A B C D 24. The teacher determines the sequence of classroom learning experiences.

A B C D 25. The teacher permits students to form their own groups for class projects according to individual preferences.

A B C D 26. The teacher works with students to develop possible solutions to classroom behavior problems.

A B C D 27. The teacher relies on highly rated textbooks and class recitations to provide students with essential knowledge.

A B C D 28. The teacher advises students to recognize teachers as authorities.

A B C D 29. The teacher encourages students to try the plan which they develop to solve a problem, and then to consider other possible alternatives if it is necessary.

A B C D 30. The teacher encourages students to evaluate classwork according to criteria they develop.

SCORING PROCEDURES FOR
TEACHER FACILITATION OF SELF-DIRECTION

Questions 1, 2, 5, 10, 12, 13, 14, 16, 19, 22, 23, 25, 26, 29, 30:

For these

A = 4 B = 3 Indicate encouragement of self-direction in students.
C = 2 D = 1

Questions 3, 4, 6, 7, 8, 9, 11, 15, 17, 18, 20, 21, 24, 27, 28:

For these

A = 1 C = 3 Indicate discouragement of self-direction.
B = 2 D = 4

Range of Scores:

Higher scores denote a teacher who facilitates self-direction in students. Lower scores point to teachers who discourage student self-direction. Range is from 30 to 120.

CURRICULUM ORIENTATION SURVEY

Purpose: This instrument was developed to measure the extent to which selected objectives are included by teachers in their home economics programs. It generates information as to whether the program is process or information oriented.

Description: Home economics teachers respond to the 60 items on this instrument with one of four response choices which indicate the extent to which selected objectives and concepts are included in the curriculum they teach.

Population: The population with whom the instrument has been used includes approximately 125 teachers of home economics.

Reliability: .95

Source:
Helen C. Hall
Home Economics Education
The Pennsylvania State University
University Park, PA 16802

CURRICULUM ORIENTATION SURVEY

DIRECTIONS: Read each objective and then circle the appropriate response to indicate the extent to which the objective is included in your teaching.

A. This is not an objective in my teaching.
B. This is an incidental objective in my teaching.
C. This is an important objective in my teaching.
D. This is a major objective in my teaching.

A B C D 1. Define the meaning of management.

A B C D 2. Analyze the results of consumer behavior in relation to intended goals.

A B C D 3. Understand why food must be properly stored.

A B C D 4. Compare the value orientation of individuals reflected in their choice of home furnishings.

A B C D 5. Analyze financial management practices of the family in relation to the stages of the family life cycle.

A B C D 6. Assess the needs, wants, and resources of individuals and families in the selection of living space.

A B C D 7. Illustrate how housing provides the setting for the social development of individuals and of family members and their interactions.

A B C D 8. Evaluate a variety of life-styles in terms of how they meet basic human needs differently.

A B C D 9. Assess the resources available for meeting personal and family food needs.

A B C D 10. Propose methods of creating, conserving, and substituting resources.

A B C D 11. Analyze values reflected in an individual's clothing.

A B C D 12. Demonstrate understanding of cooking terms, measurement techniques, and equipment care and use.

A B C D 13. Interpret the process of self-development through which an individual develops a set of values which are important criteria for decision making.

A B C D 14. Explain how family food preferences vary with the values placed on food.

A B C D 15. Analyze ways in which housing, furnishings, and equipment influence the development of individuals and families.

A B C D 16. Plan for adequate maintenance of living space, home furnishings, and equipment.

A B C D 17. Develop a system for the storage, care, cleaning, and selection of clothing.

A B C D 18. Explain major value orientations of different cultural groups.

A B C D 19. Analyze the influence of the family upon growth and development of a self-concept.

A B C D 20. Explain how clothing reflects an individual's self-concept.

A B C D 21. Analyze the relationship of values to clothing preferences.

A B C D 22. Comprehend the importance of self-understanding in interpersonal relationships.

A B C D 23. Assess the features that tots, young children, the elderly, and the physically handicapped need to have in their clothing.

A B C D 24. Prepare a meal implementing efficient work habits, organization, and appropriate table setting.

A B C D 25. Evaluate resources available for meeting clothing needs.

A B C D 26. Explain ways in which values are changed in relation to food preferences.

A B C D 27. Assess the value basis for different individuals' use of non-material resources.

A B C D 28. Compare the value orientation of different individuals related to their use of money.

A B C D 29. Relate prenatal nutrition and early diet of a child to mental and physical well-being throughout life.

A B C D 30. Describe the rights and responsibilities of both consumer and producer.

A B C D 31. Explain the interaction of heredity and environment on an individual's development.

A B C D 32. Construct a craft project such as macrame, decoupage, etc., to use in decorating one's room or home.

A B C D 33. Plan a rational approach to choosing housing from among the multiplicity of alternatives in the market.

A B C D 34. Plan nutritionally adequate meals stressing basic principles of food preparation and service.

A B C D 35. Recognize furniture representing various periods and styles.

A B C D 36. Assess methods of solving value conflicts related to food choices.

A B C D 37. Assess differences among individuals' and families' values as evidenced by their behavior.

A B C D 38. Contrast construction standards of clothing purchased in a variety of stores with clothing constructed at home.

A B C D 39. Evaluate the changes in today's society that have an impact on the family's management practices.

A B C D 40. Compare the use of living space of individuals from a variety of cultural groups.

A B C D 41. Appraise clothing choices in terms of social, cultural, political, and psychological factors.

A B C D 42. Identify different options available for meeting housing needs.

A B C D 43. Contrast the value orientation of different social groups as reflected in their clothing choices.

A B C D 44. Analyze the different values of individuals related to their preferences for using personal living space.

A B C D 45. Describe the decision-making process.

A B C D 46. Demonstrate ability to use a sewing machine.

A B C D 47. Define the following terms as they relate to people: (a) development, (b) growth, (c) maturation, (d) behavior, and (e) learning.

A B C D 48. Explain the function of values in the management process.

A B C D 49. Explain the function of nutrients in the body.

A B C D 50. List the federal standards for food labeling.

A B C D 51. Identify some basic needs common to all individuals.

A B C D 52. Demonstrate basic skills necessary to construct simple garments, to make simple repairs and alterations.

A B C D 53. Propose implications of the historical, cultural, and sociological significance of food.

A B C D 54. Assess decision-making process as it operates in selecting a life-style from among a variety of alternatives.

A B C D 55. Tell how woven and non-woven fabrics are constructed and how they differ in performance.

A B C D 56. Explain how an individual or family consciously or unconsciously expresses their values through housing.

A B C D 57. Analyze the relationship of finances to marital happiness.

A B C D 58. Explain ways in which organization can make management more effective.

A B C D 59. Describe ways in which management of resources increases satisfaction in establishing a chosen life-style.

A B C D 60. Explain the relationship of human values to a quality of life.

SCORING PROCEDURES FOR CURRICULUM ORIENTATION SURVEY

The COS has a total of 60 items which make up nine subscales representing two different areas of curriculum emphasis: subject matter and content. An individual's raw score on a given subscale is the sum of the responses to the items on that subscale. A score for each subscale is determined by weighting the teachers' responses: A = 1, B = 2, C = 3, and D = 4 and summing. Each subject matter subscale includes 12 items; possible scores range from 12 (no emphasis) to 48 (major emphasis). Content emphasis is defined by four subscales including 15 items. Possible scores range from 15 (no emphasis) to 60 (major emphasis). The following keys can be used to score each subscale of the COS.

Subject Matter Emphasis Subscales

Human Development and the Family	Home Management and Family Economics	Food and Nutrition	Textiles and Clothing	Housing
8	1	3	11	4
13	2	9	17	6
18	5	12	20	7
19	10	14	21	15
22	27	24	23	16
31	28	26	25	32
37	30	29	38	33
47	39	34	41	35
51	45	36	43	40
54	48	49	46	42
59	57	50	52	44
60	58	53	55	56

Content Emphasis Subscales

Information	Human Development and Interpersonal Relationship	Management	Values
1	5	2	4
3	7	6	11
12	8	9	14
22	15	10	18
30	19	13	21
32	20	16	26
35	23	17	27
42	29	24	28
45	31	25	36
46	39	33	37
47	40	34	43
50	41	38	44
51	49	54	48

Content Emphasis Subscales (Continued)

Information	Human Development and Interpersonal Relationship	Management	Values
52	53	58	56
55	57	59	60

PARENTS' ATTITUDES TOWARD HOME ECONOMICS

Purpose: This instrument determines parents' attitudes concerning the worth and importance of home economics learning.

Description: The instrument consists of 12 items related to home economics and home economics content to which parents provide one of four responses from strongly agree to strongly disagree.

Population: Over 100 parents have been tested with this instrument.

Reliability: .86

Source:
Ruth Anne Mears and Connie J. Ley
Home Economics Education
The Pennsylvania State University
University Park, PA 16802

PARENTS' ATTITUDES TOWARD HOME ECONOMICS

(Can be given over the phone or in person by the evaluator)

Respond by answering Strongly Agree, Agree, Disagree, or Strongly Disagree depending on how you feel about each statement.

1. Home economics is an important subject.
2. Home economics has contributed to my son's or daughter's personal development.
3. Home economics includes a range of topics besides cooking and sewing.
4. Home economics is appropriate to both men and women.
5. Content covered in home economics is useful not only now but also in the future.
6. Home economics has contributed to my son's or daughter's ability to manage resources and make decisions.
7. I think home economics has much to offer young people.
8. I think home economics should be required for all students.
9. I wish I had or I am glad I had taken home economics in school.
10. Home economics has much to offer my son or daughter.
11. I think home economics will help my son or daughter be a good parent.
12. Home economics can provide nutrition education for people.

SCORING PROCEDURES FOR
PARENTS' ATTITUDES TOWARD HOME ECONOMICS

SA	4 points
A	3 points
D	2 points
SD	1 point

Possible range 12 to 48.

High score indicates positive attitudes toward home economics.

PARENTS' PERCEPTIONS OF CONCEPTS EMPHASIZED IN HOME ECONOMICS PROGRAMS

Purpose: This instrument is designed to determine what parents view as appropriate learning in home economics classes. It also asks them what concepts they think are being taught in home economics classes.

Description: Twenty-two concepts are listed and parents are asked to choose one of three responses (Yes, Uncertain, or No) to reflect (1) should the concept be taught in home economics and (2) is the concept taught in the home economics program? The list of concepts is representative of home economics subject matter but certainly not exhaustive.

Population: Over 100 parents have completed this instrument.

Reliability: .89

Source:
Connie J. Ley and Ruth Anne Mears
Home Economics Education
The Pennsylvania State University
University Park, PA 16802

PARENTS' PERCEPTIONS OF CONCEPTS EMPHASIZED IN HOME ECONOMICS PROGRAMS

(Can be given over the phone or in person by the evaluator)

Following is a list of concepts often found in home economics programs. Go through the list twice. The first time answer yes, no, or uncertain to the question: "Is this an idea that ought to be included in a home economics program?" The second time answer yes, no, or uncertain to the question: "Is it your perception that your son or daughter is learning this in the present home economics program?"

	OUGHT TO BE INCLUDED			YOUR PERCEPTION IS TAUGHT		
1. Child Development	Yes	Uncertain	No	Yes	Uncertain	No
2. Clothing Care	Yes	Uncertain	No	Yes	Uncertain	No
3. Clothing Construction	Yes	Uncertain	No	Yes	Uncertain	No
4. Consumer Education	Yes	Uncertain	No	Yes	Uncertain	No
5. Decision Making	Yes	Uncertain	No	Yes	Uncertain	No
6. Environmental Factors Affecting the Family	Yes	Uncertain	No	Yes	Uncertain	No
7. Families in Different Cultures	Yes	Uncertain	No	Yes	Uncertain	No
8. Family Relationships	Yes	Uncertain	No	Yes	Uncertain	No
9. Financial Management	Yes	Uncertain	No	Yes	Uncertain	No
10. Food Preparation	Yes	Uncertain	No	Yes	Uncertain	No
11. Health	Yes	Uncertain	No	Yes	Uncertain	No
12. Home Management	Yes	Uncertain	No	Yes	Uncertain	No
13. Household Equipment	Yes	Uncertain	No	Yes	Uncertain	No

	OUGHT TO BE INCLUDED			YOUR PERCEPTION IS TAUGHT		
14. Housing	Yes	Uncertain	No	Yes	Uncertain	No
15. Interior Design	Yes	Uncertain	No	Yes	Uncertain	No
16. Meal Planning	Yes	Uncertain	No	Yes	Uncertain	No
17. Nutrition	Yes	Uncertain	No	Yes	Uncertain	No
18. Parenting	Yes	Uncertain	No	Yes	Uncertain	No
19. Sex Education	Yes	Uncertain	No	Yes	Uncertain	No
20. Textiles	Yes	Uncertain	No	Yes	Uncertain	No
21. Values/Moral Education	Yes	Uncertain	No	Yes	Uncertain	No
22. Work Efficiency	Yes	Uncertain	No	Yes	Uncertain	No

SCORING PROCEDURES FOR

PARENTS' PERCEPTIONS OF CONCEPTS EMPHASIZED IN HOME ECONOMICS PROGRAMS

Code Yes = 3, Uncertain = 2, and No = 1 for each column.

GENERAL INFORMATION

(Completed by Parents)

(Can be given by the evaluator over the phone or in person)

Parent Interviewed ____

Did you take home economics in school?

Which of your sons or daughters have taken home economics?

What courses did each of these children take, and what were the approximate years the courses were taken?

How do you view the value of this particular program?

To what do you contribute the effects of this particular program?

content
teacher
administration
students
others (please identify)

Has your son or daughter ever held jobs related to home economics? If so, describe.

If yes on the above question, was home economics helpful for this employment?

SUBJECT MATTER COMPETENCY TESTS

Two subject matter competency tests are also included in the packet: The Iowa Food and Nutrition Test and the Consumer Education Test. Both of these instruments were designed to test students' mastery of subject matter content. They consist of fifty questions in an objective test format.

The reliability of both tests is respectable. Spearman-Brown reliability for the Iowa Food and Nutrition Test is .85 and .90 for the Consumer Education Test. Information regarding these instruments may be obtained from:

Dr. Alyce Fanslow
Home Economics Education
Iowa State University
Ames, Iowa 50010

IOWA FOOD AND NUTRITION TEST

True-False Directions:

Read each of the following statements.

Circle T for TRUE.

Circle F for FALSE.

Record your answers on the answer sheet.

T F 1. Each family member has more responsibility for adequate food intake when the family does not eat together.

T F 2. A child with skinned knees who is comforted with candy may learn to use eating as a way of handling problems.

T F 3. Many families serve ethnic foods by choice.

T F 4. The lower quality grades of canned tomatoes are as well suited as higher grades for use in casseroles.

T F 5. Wise use of the food dollar can be made by using good food storage practices.

T F 6. Fresh foods purchased in-season are less expensive than fresh foods purchased out-of-season.

T F 7. Storing canned foods in a cool, dark, dry place increases the possibilities of bacterial growth.

T F 8. Use of the management process facilitates effective food preparation.

T F 9. Nutricious meals can be served on a limited budget.

T F 10. A wooden spoon may be a transmitter of food-borne illnesses.

T F 11. Scratched teflon pans may transmit food-borne illnesses.

T F 12. Following the manufacturer's directions when using equipment may help prevent accidents.

Multiple-Choice Directions:

Read each item carefully. Circle the appropriate letter on the answer sheet.

13. The primary function of carbohydrates in the body is to

a. build cells
b. regulate heart beat
c. provide energy

14. What is one function of minerals in the body?

    a. build strong bones
    b. control breathing
    c. regulate temperature

15. Which vitamin aids in the clotting of blood?

    a. A
    b. D
    c. K

16. Jim is attending debate club this evening while his brother Bill is attending basketball practice. When comparing the nutritional needs of Bill and Jim for the evening meal, Bill will need more

    a. calories
    b. protein
    c. iron

17. Teenage males as compared to teenage females tend to need more

    a. calcium
    b. vitamin A
    c. calories

18. The recommended weight for a female adult as she grows older

    a. increases gradually with each year of age
    b. remains the same as it was at 25 years of age
    c. decreases with each year of age.

19. Jane, age 15, ate the following meals.

Breakfast	Lunch	Evening Meal
tomato juice	meatloaf sandwich	pork chop
oatmeal with milk	cabbage salad	baked potato
toast	carrot sticks	apple-celery salad
margarine	baked apple	roll
	milk	vanilla ice cream
		iced tea

    In which food group does Jane need one more food to meet the recommended number of servings?

    a. bread and cereal group
    b. fruit and vegetable group
    c. milk group

20. Which of the following approaches would help Cindy, age 17, lose ten pounds?

    a. eat smaller servings at each meal and each snack
    b. follow a high-protein, low-carbohydrate diet
    c. reduce caloric intake to 800 calories daily

21. Men as compared to women between the ages of 25 and 35 need most nutrients in

a. larger amounts
b. the same amount
c. smaller amounts

22. Which of the following changes would help John, age 17, lose weight without affecting the nutritional value of his diet?

a. vegetables
b. skim milk for cocoa
c. meat for potatoes

23. Teenagers as compared to adults need

a. more servings in the bread and cereal group
b. the same number of servings in the bread and cereal group
c. fewer servings in the bread and cereal group

24. Which of the following approaches would help Virginia, age 16, to gain ten pounds?

a. follow a high-protein, low-carbohydrate diet
b. increase food intake at each meal and each snack
c. eat normally and decrease daily activity

Use the following menu to answer questions 25 and 26.

tuna-noodle casserole
cauliflower
roll and margarine
pear slices
milk

25. The major aesthetic error in the above menu is the lack of variation in

a. color
b. temperature
c. flavor

26. The best way to correct the error in the above menu would be to substitute

a. pineapple slices for pear slices
b. chocolate milk for white milk
c. broccoli spears for cauliflower

27. Important aesthetic considerations for meal planning are

a. aroma, food likes, time available
b. color, texture, size and shape
c. temperature, cost, season of year

28. Day-to-day eating patterns are influenced by

    a. family customs
    b. neighbor's religion
    c. friend's leadership

29. Children start to learn good eating habits at an early age. Adults can help them the most by

    a. teaching them to use a spoon to pick up their food
    b. urging them to eat all the food they are served
    c. varying the kind, temperature, and color of their food

30. The food which would have the higher nutritive value for the amount of money spent would be

    a. cabbage compared to lettuce
    b. apples compared to kidney beans
    c. bananas compared to oranges

31. Nutrition labels can best be used to compare traditional value of

    a. canned lima beams with frozen spinach
    b. fresh potatoes with frozen French fries
    c. hamburger with pork roast

32. Dave, age 17, ate the following meals.

Breakfast	Lunch	Evening Meal
orange slices	roast beef sandwich	salisbury steak
oatmeal with milk	celery sticks	rice
toast	oatmeal cookies	corn
margarine	milk	whole wheat bread
milk		ice cream sundae
		milk

In which food group does Dave need one more serving?

    a. bread and cereal group
    b. milk group
    c. fruit and vegetable group

33. Skim milk as compared to whole milk has

    a. more minerals
    b. the same amount of minerals
    c. fewer minerals

34. Jack is not satisfied with a purchased food item. He should

    a. call the local FDA office and complain
    b. telephone the store and complain
    c. return it to the store manager and complain

35. Which of the following is required by law on food labels?

    a. brand name
    b. serving size
    c. product picture

36. Which government agency is responsible for investigating the truth of a company's advertising?

    a. Federal Trade Commission
    b. Federal Bureau of Investigation
    c. Environmental Protection Agency

37. A homemaker interested in reducing the total food budget can select primarily

    a. brand name food products
    b. regularly priced food products
    c. store name food products

38. Vegetables purchased from a farmer's market as compared to a supermarket are usually

    a. fresher
    b. less expensive
    c. prepackaged

39. Which of the following will help you get the most for your money when shopping?

    a. aisle indicators of items
    b. unit prices
    c. convenience packages

40. Which is the most economical size of canned tomatoes when comparing unit prices?

    a. 8 oz. @ $.35
    b. 16 oz. @ $.56
    c. 28 oz. @ $.89

41. Which of the following milk products has the greatest nutritional value per dollar spent?

    a. fresh whole milk
    b. powdered milk
    c. evaporated milk

42. The most reliable source of nutrition information is a

    a. sales person in a health food store
    b. home economics extension agent
    c. nutrition article in a popular magazine

43. Which of the following methods preserves the most nutrients in fresh spinach?

    a. cover and cook 30 minutes in a butter sauce
    b. cover and boil 20 minutes in a large amount of water
    c. cover and simmer 10 minutes in a small amount of water

44. Which of the following has been added to enriched bread?

    a. preservatives
    b. B vitamins and iron
    c. polyunsaturated fats

45. The best source of information on a new appliance is a

    a. conversation with a friend
    b. recommendation by a sports celebrity
    c. consumer's reports publication

46. Tim is planning to serve chicken, potatoes, and broccoli. Which of the following is the best method of preparation to conserve fuel energy?

    a. bake the chicken, boil the potatoes, and steam the broccoli
    b. bake the chicken, bake the potatoes, and bake the broccoli
    c. bake the chicken, fry the potatoes, and boil the broccoli

47. The best way for a homemaker to conserve fuel energy in food preparation is to

    a. cook foods together in the oven
    b. prepare foods by different cooking methods
    c. bake foods frozen in the oven

48. If you plan to serve punch to 16 people and decide to give 1/2-cup servings and figure two servings per person, how many gallons of punch would you make?

    a. 1/2
    b. 1
    c. 1-1/2

49. Using the recipe below, how much pancake mix would be needed if you were to make 12 pancakes?

	Ingredients		
To make	Mix	Water	Shortening
[illegible] Pancakes	1 cup	3/4 cup	-
16 Pancakes	2 cups	1-1/2 cups	-
24 Pancakes	3 cups	2-1/4 cups	-

a. 1-1/2 cups
b. 2-1/2 cups
c. 3-1/2 cups

50. Work simplification principles call for heavy equipment to be stored

a. above shoulder level
b. near waist level
c. below knee level

51. Which is the best order in which to bake the following meal?

meatloaf (350°, 1 hour)
green bean casserole (350°, 1/2 hour)
banana-nut cake from mix (350°, 3/4 hour)

a. meatloaf, then cake after 15 minutes, then casserole after another 15 minutes
b. put all three in the oven at once and then remove as they get done
c. meatloaf and cake together, then casserole 1 hour later

52. Which of the following would probably spoil first when stored in the refrigerator?

a. cured sausage
b. bologna
c. ground beef

53. Mixing cookies by hand as compared to using a mixer requires

a. more human energy
b. the same amount of human energy
c. less human energy

54. Safe working procedures in the kitchen

a. promote accidents
b. reduce accidents
c. have no effect on accidents

55. Accidents are likely to occur in a kitchen when the individual preparing food has

    a. many distractions
    b. few distractions
    c. no distractions

56. The decision as to which person prepares a meal may be based on

    a. eating habits
    b. food preparation abilities
    c. a friend's family

57. Maria and Pedro are having a sit-down dinner party for 8 people and have room to seat the 8 people at a table. They are allowing each person to determine their own serving size. What type of meal would be appropriate?

    a. family
    b. formal
    c. apartment

58. Which of the following would be the least expensive cut of meat per serving?

    a. T-bone steak
    b. round steak
    c. rib eye steak

59. Which of the following is the best processing method for home-canning spaghetti sauce?

    a. pressure cooker
    b. boiling water bath
    c. open kettle

60. Which of the following food service jobs uses a food and nutrition background?

    a. headwaiter-waitress
    b. dishwasher
    c. baker's helper

SCORING PROCEDURES FOR
IOWA FOOD AND NUTRITION TEST

1.	T	31.	A
2.	T	32.	C
3.	T	33.	B
4.	T	34.	C
5.	T	35.	B
6.	T	36.	A
7.	F	37.	C
8.	T	38.	A
9.	T	39.	B
10.	T	40.	C
11.	T	41.	B
12.	T	42.	B
13.	C	43.	C
14.	A	44.	B
15.	C	45.	C
16.	A	46.	B
17.	C	47.	A
18.	B	48.	B
19.	C	49.	A
20.	A	50.	B
21.	A	51.	A
22.	B	52.	C
23.	B	53.	A
24.	B	54.	B
25.	A	55.	A
26.	C	56.	B
27.	B	57.	A
28.	A	58.	B
29.	C	59.	A
30.	A	60.	C

CONSUMER EDUCATION TEST

Directions: Read each question carefully and decide which answer best completes the statement. Circle the letter corresponding to the answer you select. Mark only one response per item.

1. An important factor for establishing priorities for basic needs is identifying one's

    a. standards
    b. time
    c. money
    d. values

2. Needs for consumer goods and services

    a. increase during adolescent years
    b. decrease from adolescence to adulthood
    c. remain the same after adulthood is reached
    d. vary for each stage of the life cycle

3. Personal resources should first be planned to meet

    a. desires
    b. wants
    c. needs
    d. standards

4. Preserving the environment in our country for us and for future generations involves

    a. returning to a more primitive existence
    b. modifying life-styles and goals
    c. increasing the productive capacity
    d. decreasing the consumption by all segments of our economy

5. If Pat wanted the satisfaction of using some of her human resources rather than all material ones, she would

    a. pay someone to make and install the shelves
    b. make shelves herself and put them up
    c. purchase the shelves at a store that will deliver them
    d. delay the purchase of shelves so as to save the money

6. When purchasing a house, a family first considers

    a. amount of repair the house needs.
    b. preferences of color scheme.
    c. family life-style and needs.
    d. insurance rate of the house.

7. An example of materialistic life-style is:

   a. passing up a job promotion so you can spend more time with your family
   b. quitting a job as a pro-football player and taking a job in a sporting goods store to avoid injuries
   c. leaving a good job and moving to a wilderness area in order to be close to nature
   d. buying a new sports car instead of going to college

8. The Carlson family values spending time together each Saturday evening. Jane, their daughter, has three choices for Saturday night. To be consistent with the family's life-style, Jane probably will

   a. go to the youth group meeting at church
   b. play a game with her younger sister
   c. work on school assignment at the library
   d. talk to a friend on the telephone

9. The Bennett family purchased a boat for summer recreation. The purchase will change the family's activities by

   a. spending more time away from home
   b. participating in more community activities
   c. increasing expenditures for formal clothing
   d. having family members participate in diverse activities

10. Life-styles change during inflation because

   a. salaries go up and each dollar buys more
   b. salaries remain the same while prices increase
   c. the value of the dollar increases
   d. it takes more dollars to buy the same amount of goods

11. Americans' basic values are least likely to change due to a change in the

   a. person's life-style
   b. stages in the family life cycle
   c. geographic location
   d. federal laws

12. The decision-making process in making consumer choices involves the following steps:

    1. seek alternatives or possible courses of action.
    2. make a list of all possible choices.
    3. choose an alternative.
    4. identify the problem.
    5. examine alternatives.

    Select the most appropriate sequence from the list below.

    a. 4 1 2 5 3
    b. 4 2 1 5 3
    c. 4 1 5 2 3
    d. 4 2 5 1 3

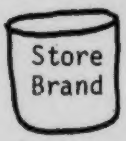
13. The total cost of car ownership includes

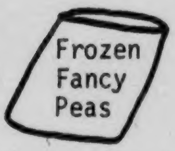
    a. repairs, insurance, and gasoline
    b. depreciation, plus gasoline
    c. insurance, licenses, and fuel
    d. operating costs and depreciation

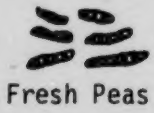
14. Factors that determine credit rating include all the following except

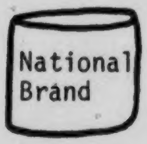
    a. capacity
    b. capital
    c. character
    d. convenience

15. John is selecting peas for a casserole. Choices in the grocery store are

A 

B 

C 

D 

    The lower priced choice for John would usually be

    a. A
    b. B
    c. C
    d. D

16. Low-cost community resources available to the public include all the following except

    a. cable television
    b. county parks
    c. local health department
    d. libraries

17. Mary has limited money to provide books for her three-year-old son John. The widest variety of books for John can be obtained by

    a. purchasing books at rummage sales
    b. purchasing through a monthly book club at reduced prices
    c. exchanging books with families in the neighborhood
    d. borrowing from the local library

18. The primary responsibility of consumers in using credit is

    a. borrowing on time only what one can afford
    b. paying on debts what he/she can afford every month
    c. knowing how to figure the true interest rate
    d. limiting the use of credit to emergency needs

19. Human resources are classified as

    a. money, attitudes, libraries
    b. talents, interest, knowledge
    c. clothing, skills, abilities
    d. hospitals, police, homes

20. The group of people hurt most by inflation is

    a. retirees on fixed income
    b. business persons with long-term debts
    c. union members on an annual contract
    d. salesmen who receive a percentage of the gross receipts

21. The Truth-in-Lending Law states that the yearly percent rate of interest is printed

    a. many times on the contract
    b. on the back of the contract
    c. in large black type on the contract
    d. in newspaper ads and on the contract

22. A written statement attached to an article or a product describing its essential characteristics is the

    a. guarantee
    b. label
    c. warranty
    d. price tag

23. The best weapon to use against impulse buying in the grocery store is

    a. checking weights and measurements
    b. shopping at supermarkets
    c. shopping during weekend specials.
    d. using a shopping list.

24. Two boxes of cereal are the same type and quality. The kind of information that would help you decide which one was the better is the

a. size of the package
b. package marking "on sale"
c. cost per ounce of net weight
d. label reading "10¢ off"

25. A consumer who is evaluating an advertisement should know that law forbids advertising which

a. makes faulty claims of quality
b. is puffing rather than factual
c. compares products on television
d. promotes foreign products

26. An example of an advertising statement that can be relied upon when making a purchase is

a. "It can't be beat"
b. "Better than any other"
c. "Made of 100% virgin wool"
d. "Contains special whitening agent X-80"

27. Name-brand aspirin costs more than generic-brand aspirin because it

a. is packaged better than the nonname brand
b. works more effectively than the other brand
c. has more advertising to make it seem different
d. uses better labeling techniques than the other brand

28. Bill saw an advertisement in which a famous pro-football player recommended a cologne for men. An accurate statement about this advertisement is that it

a. represents the feelings of most football players
b. illustrates the comparative qualities of the cologne
c. provides him with some type of payment
d. means that the cologne is the best on the market

29. As the income of a family increases, they are likely to spend a smaller percentage of their income on

a. insurance
b. travel
c. taxes
d. food

30. The roles in a four-member family are least likely to change when

    a. a baby is born into the family
    b. the breadwinner becomes disabled
    c. one of the children enters high school
    d. the mother takes a part-time job outside of home

31. The principle behind insurance is that it

    a. enables individuals to share losses
    b. reduces the chances of accident and death
    c. lowers the total cost of accidents
    d. shifts the financial burden away from government

32. Mary's mother and father are elderly. She worries about their illnesses and the possibility of their sudden death. The parents have made no will, and Mary thinks they only have a small estate. The best action for Mary to take involves

    a. asking the parents to indicate on paper what they want done with the estate and have them sign it
    b. avoiding the topic because the estate is small and no will is necessary
    c. avoiding the subject of a will; it will upset her parents
    d. suggesting to the parents that they hire a lawyer to draw up a legal will

33. The least expensive type of life insurance policy is

    a. term
    b. straight life
    c. endowment
    d. annuity

34. The most essential type of automobile insurance is

    a. comprehensive
    b. collision
    c. bodily injury
    d. liability

35. The economic principle of scarcity refers to

    a. labor union demands of higher production
    b. unlimited wants and limited resources
    c. the overuse of consumer credit
    d. business loss of profit

36. An inaccurate statement about most private American businesses is that they are

    a. guaranteed a profit by the government
    b. expected to earn profits in return for risking their money capital
    c. established to produce goods and/or services for which people are willing to pay
    d. made efficient because of competition

37. The law of supply and demand suggests that when supplies are

    a. low, prices are low
    b. high, prices are high
    c. low, prices are high
    d. high, prices stay the same

38. As gasoline prices go up, bicycles become more popular. As a result, there is a sudden increase in the number of bicycles being purchased without an accompanying increase in production of bicycles. The price of bicycles would

    a. go down because more bicycles were being sold
    b. stay constant because the manufacturer's costs were constant
    c. stay constant because production eventually would keep up with the increased demand
    d. go up because the demand increased and inventory decreased

39. The four major factors of production are

    a. oil, land, gas, electricity
    b. banking, investing, manufacturing, managing
    c. wages, rent, interest, capital
    d. land, labor, capital, management

40. A local ice cream store owner decides to sell sundaes for 40 cents. Every sundae now costs the store owner 50 cents. The store owner

    a. is currently making a profit by selling sundaes
    b. may be breaking the law by selling sundaes below cost
    c. needs to closely examine the cost of producing sundaes
    d. will sell more sundaes so the production cost decreases

41. When only one company provides the consumer with the necessary goods and services, it is called a

    a. corporation
    b. monopoly
    c. oligopoly
    d. proprietorship

42. The Fair Credit Reporting Act states that a person may

    a. take his credit report home for one day to study it
    b. see his credit report at the credit bureau
    c. pay a small fee to see a credit report that kept him from getting credit
    d. see his credit report at the credit bureau only if credit has been refused

43. Four brands of frozen meat pies are the same price and weight but they list ingredients as follows. The best buy would be

    a. brand A: meat, potatoes, water
    b. brand B: potatoes, meat, water
    c. brand C: water, meat, potatoes
    d. brand D: potatoes, water, meat

44. Government agencies that provide consumer protection through regulations are

    a. manufacturers, retailers, and wholesalers
    b. Better Business Bureau, Chamber of Commerce
    c. Food and Drug Administration, Federal Trade Commission
    d. local, state, and national consumer organizations

45. The consumer responsibility which does not necessarily accompany the right to safety is

    a. doing comparative shopping
    b. studying safety ratings of products
    c. reporting unsafe products
    d. following use and care instructions

46. The state agency responsible for prosecuting state consumer fraud cases is the

    a. Department of Consumer Affairs
    b. Department of Labor
    c. Bureau of Weights and Measures
    d. Attorney General's Office

47. Consumers can best improve products by

    a. complaining about poor products to the seller and producer
    b. demanding faster service at the marketplace
    c. throwing away faulty products
    d. warning friends about poor products

48. Exercising the proper judgment and restraint when transacting business is considered part of the consumers'

    a. satisfaction
    b. responsibility
    c. shopping ability
    d. given rights

49. Better products appear on the market when consumers do all of the following except .

    a. learn how to take action for personal complaints
    b. join with others for group pressure
    c. refuse to discern differences in quality
    d. learn more about products

50. You buy four new tires from a local service station for $100 and later discover that they are recaps. The service station operator says you must have switched tires and refuses to refund your money. The agency that would finally settle this complaint is

    a. Better Business Bureau
    b. Small Claims Court
    c. Chamber of Commerce
    d. Department of Transportation

SCORING PROCEDURES FOR
CONSUMER EDUCATION TEST

1. D
2. D
3. C
4. B
5. B
6. C
7. D
8. B
9. A
10. D
11. D
12. B
13. D
14. D
15. A
16. A
17. D
18. A
19. B
20. A
21. C
22. B
23. D
24. C
25. A
26. C
27. C
28. C
29. D
30. C
31. A
32. D
33. A
34. D
35. B
36. A
37. C
38. D
39. D
40. C
41. B
42. B
43. A
44. C
45. A
46. D
47. A
48. B
49. C
50. B

APPENDIX B

SEVEN CASE STUDIES OF EFFECTIVE HOME ECONOMICS PROGRAMS

FAMILY LIVING: YEAR COURSE

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Introduction

To establish the existence of an exemplary program and a willingness to participate in this study, a questionnaire was developed and mailed to three high school home economics departments in Southwest Virginia. Each high school had courses and programs of an exemplary nature judged by their response to the questionnaire and the observations of home economics student teachers and university supervisors. However, the program of Family Living at Pulaski High School, Pulaski, Virginia was chosen for this study because of the uniqueness of the program, teacher enthusiasm to participate, and accessibility to students for data collection.

Pulaski is a rural community. The comprehensive high school has been in its present location six years and has an enrollment of approximately 2200 students. Offerings in home economics education include both consumer and homemaking, and occupational areas. Home Economics I, II, and Family Living are the year-long course offerings in consumer and homemaking. In addition, there are four semester courses in this area: (1) Child Development; (2) Food Management; (3) Clothing Management; and (4) Home Furnishings. Within the occupational area, Child Care Services I and II and Food Occupations I and II are offered. The occupational courses provide a simulated work experience within the department and are offered as two-hour blocks.

The following data were obtained from the principals:

Total School Enrollment	2200	100%
# of students enrolled in consumer and homemaking	250	11.4%
# of students enrolled in occupational home economics	225	10.2%
Total # of teachers in vocational areas	40	
# of teachers in vocational home economics	4.5	

# of years present teachers have taught family living	3
# of classes in family living 1979-80	4
# of classes in family living 1980-81	5-6

History of the Program

The Family Living course has been an integral part of the home economics department of Pulaski High School since before the opening of the building in which the school is now located. A more precise history is difficult, if not impossible, to gain at this time because of the relative newness of the faculty and administration now involved with the program.

Philosophy Behind the Development of the Family Living Course

The written philosophy of the Home Economics Department of Pulaski High School is stated below.

> It is the responsibility of the Home Economics Department to recognize the tremendous challenges families are facing today. Because every person's contribution to the greater society depends heavily on his early family experiences, education for home and family life needs to be a quality program available to all students. The Home Economics curriculum must have its basis in research and must focus on principles that strengthen individuals and families. The success, satisfaction and growth toward maturity of individuals depends upon their ability to relate to others, set realistic goals, and use available resources to achieve their goals.

More specifically, the course in Family Living is designed to ". . . give students practical knowledge, applicable in everyday life whether single or married."

Curriculum Description

Within the Family Living course emphasis is placed upon the development of students as individuals, and in relationship to others. The curriculum focuses on topics such as: (1) Who Am I?; (2) The Meaning of Sex; (3) Love; (4) Dating, Engagement, Marriage; (5) Marriage Customs and Laws; (6) Divorce; (7) Managing a Home; (8) Budgeting; and (9) Parenting.

Guest speakers and field trips are an integral part of the program. Previous students and faculty are called upon to share their experiences when appropriate.

Major Objectives

Some major objectives included in the program are:

1. To assist students in reaching their potential as individuals, as family members, as citizens, and as workers;
2. To help individuals clarify their values in relation to family living and the world of work;
3. To provide opportunities for critical thinking, creativity, and decision making in all phases of life;
4. To help students recognize the contributions of leisure activities in school, home, and community; and
5. To develop consumer competence.

The Virginia Department of Education funded with subpart 5, Section 150 a project for Fiscal Year 1980 in which a comprehensive Family Living curriculum guide was developed. Beginning with school year 1980-81, Family Living in Virginia will be a two-year course offering. The guide was developed around the four areas of Consumer Education, Nutrition Education, Management of Resources, and Parenthood Education. It has undergone critique for sex equity and inclusion of dual-role emphasis.

Facilities

Family Living is taught in the Consumer and Homemaking division which is located in the academic building of Pulaski High School. Two rooms are available for use by this class. One room is an all-purpose consumer and homemaking room including kitchens, sewing machines, portable storage units, and tables and chairs. The kitchen units are not readily visible because of the placement of the portable storage units which separate them from the "classroom" area. The first room is located off the school cafeteria through which one must walk to reach the room. The second "room" that is typically used has been achieved by placing a large, suspended, folding wall around a portion of the cafeteria directly adjacent to the all-purpose home economics classroom. Both rooms are sufficiently equipped for teaching and learning; however, the atmosphere of the latter is not particularly ideal. A recent school accreditation evaluation report stated concern for improved facilities and equipment and recommended that "consideration should be given to re-location of the Consumer and Homemaking division." The suggested location was in the Vocational building with other vocational offerings, and near the occupational home economics offerings.

Advisory Committee

The Consumer and Homemaking Program at Pulaski High School has an active and informed advisory committee made up of parents, program graduates, students, community business persons, educators, and guidance counselors. The role and purposes of the committee, as stated by the members, are to evaluate the strengths and weaknesses of the program and make suggestions for improvements. The committee considers the family living classes as meeting the needs of the community, and recommends it as part of the schedule for more students. They describe the program as excellent and well organized. The staff is considered well qualified, caring, and having a positive attitude toward the student's welfare.

The following are considered as strong points:

1. The variety of topics included in the course plan;
2. The enrollment of both male and female students;
3. The use of community resource persons; and
4. FHA as an integral part of the course.

Advisory committee members also praised the close communication network that is established between the Consumer and Homemaking Family Living Program and the community outside the school. This communication takes place through school open houses and special functions, as well as through newspaper descriptions of program activities. Parents and school administrators are often included in classroom activities.

Additional recommendations of the committee include:

1. Addition of sex education in the curriculum;
2. Expanded use of field trips; and
3. Additional recruitment practices.

Teachers

The enrollment of the Home Economics Department at Pulaski High School currently supports 4.5 faculty members, two of whom are assigned responsibilities for teaching the course in Family Living. Both of these teachers were raised in rural areas similar to the backgrounds of their students. Each has a bachelor's degree in Home Economics. Teacher "A" graduated from a local university and has taught in several locations throughout the state before returning to the Pulaski area.

The other teacher, "B," graduated from an out-of-state southern university and taught elementary school before moving to the Pulaski area. Their respective ages and years of teaching experience are listed below:

	Teacher A	Teacher B
Age	43	37
# Years of Teaching	22	8
# Years Teaching Family Living	6	3
	Divorced	Married
	3 Children	1 Child

The following instruments were administered to the teachers: (1) Teacher Facilitation of Self-Direction and (2) Curriculum Orientation Survey. The Teacher Facilitation of Self-Direction instrument measures the degree to which teachers encourage or facilitate self-direction in students. The highest possible score on this instrument is 120 points. Teacher A scored 85 points and teacher B scored 72 points. These scores indicate that both teachers in this study are somewhat facilitating of self-direction in students.

The Curriculum Orientation Survey, developed by Hall, is divided into nine subscales. Five subscales are related to subject matter emphasis while the remaining four subscales relate to content emphasis. Possible scores on the subscales range from 15 (no emphasis) to 60 (major emphasis). The results of the teachers' responses are listed below.

Subject Matter Emphasis

Teacher	Human Dev. & Family	Home Mgt. & Fam. Econ	Foods & Nutrition	Clothing & Textiles	Housing
A	43	39	41	30	38
B	43	39	30	27	36
Mean	43	39	35.5	28.5	37

The teachers seem to place the same amount of emphasis on the subject matters of Human Development and the Family, and Home Management and Family Economics. Teacher A places a slightly greater amount of emphasis on Clothing and Textiles and Housing than does teacher B. Teacher A also places a greater amount of emphasis on Foods and Nutrition than does teacher B. The rank order of subject matter emphasis by individual teacher and combined (mean) scores is listed below.

Rank Order of Subject Matter Emphasis

	Teacher A	Teacher B
1.	Human Dev. & Family	Human Dev. & Family
2.	Foods & Nutrition	Home Mgt. & Family Econ.
3.	Home Mgt. & Fam. Econ.	Housing

Teacher A	Teacher B
4. Housing	Foods & Nutrition
5. Clothing & Textiles	Clothing & Textiles

Content Emphasis

Teacher	Information	Human Development and Interpersonal Relations	Management	Values
A	48	48	48	47
B	39	47	46	43
Mean	43.5	47.5	47	45

The teachers seem to place the same amount of emphasis on the content areas of Human Development and Interpersonal Relations, and Management. Teacher A places more emphasis on Information and Values than does Teacher B. In addition, Teacher A places approximately equal emphasis on the four content areas while Teacher B does not. The rank order of content matter emphasis by individual teacher and combined (mean) scores is listed below.

Rank Order of Content Emphasis

Teacher A	Teacher B	Mean Score
1. Information	1. Human development and interpersonal relations	1. Human development and interpersonal relations
1. Human development and interpersonal relations	2. Management	2. Management
1. Management	3. Values	3. Values
2. Values	4. Information	4. Information

Students

The Family Living course at Pulaski High School showed the following student configuration as reported by the teachers:

Total Enrollment:		79
Male:		29%
Female:		61%
Ages:	16 yrs.	12.7%
	17 yrs.	59.5%
	18 yrs.	27.8%

Race:	Black/Negro	16.5%
	White/Caucasian	83.5%
Handicapping Conditions:		None
Grade Level:	10th	1.3%
	11th	40.5%
	12th	58.2%

Family Living has conventionally been a twelfth-grade elective course. It is being elected by a greater number of eleventh graders. The expanded and revised state curriculum guide will allow for more students at a younger age to take advantage of a course in Family Living. In addition, black students account for 16.5% of the enrollment in Family Living and 6% of the total school population. Interviews with the school counselors indicated a desire to increase male enrollment and concerted efforts to do so were made through course counseling.

Student Data

Seventy-one students (90%) currently enrolled in the Family Living program responded to the following questionnaires:

1. What Do You Think About Home Economics?;
2. Student's Estimate of Teacher Concern; and
3. Classroom Environment.

Responses to each instrument will be discussed individually.

Data from 69 of the 71 (97%) students responding to the What Do You Think? instrument were usable. This questionnaire provides a method of measuring students' attitudes toward Home Economics by using a 16-item Likert scale with answers ranging from one to five (one = strongly disagree; five = strongly agree). Ley and Mears report the reliability to be .82 (Cronbach's Coefficient Alpha). The Coefficient Alpha Index of Reliability with this sample was .873 with a standard deviation of 6.865. The range of total scores for the sample was 41 to 79 out of a possible range of 16 representing a negative attitude toward Home Economics to 80 representing a positive attitude toward Home Economics. The mean score for this sample was 67.12.

The Pulaski High School Family Living students seemed to hold positive attitudes toward home economics. All of the individual scores fell within the upper half of the possible range. The mean score suggests a relatively high overall positive evaluation.

Although 71 students responded to the Students' Estimate of Teacher Concern, only 68 of the responses (96%) were usable. This measure, a 30-item yes-no instrument, is designed to indicate the degree of teacher concern for students from the perceptions of the students. The possible range, from a +2 yes weighting and a +1 no rating, is 30 to 60 with 60 representing a high level of concern and 30 representing a low level. The range for this sample was 37 to 60, with 43 students having a total score of 60. The mean sample score was 58.04. The Alpha Index of Reliability is .915 with a standard deviation of 3.94. Pulaski High School Family Living students perceive their teachers to be highly concerned about them.

A third instrument used to collect information from students, the Class Environment, is composed of five subscales: Goal Direction, Interested, Informal, Cohesiveness, and Democracy. It is organized as a weighted four-point Likert scale with a strongly agree response equaling +5, an agree response equaling 4, a disagree response equaling 2, and a strongly disagree equaling 1. The following table gives more information about the scale.

The 70 usable student responses of the 71 (99%) collected were analyzed as total scores for the complete instrument as well as in subscale groups. The following table presents mean score, score ranges, reliability index, and the standard deviation for each subscale and the total instrument.

Scale	Mean Score	Standard Deviation	Score Range	Alpha Index
Goal Direction	12.714	1.446	10 to 16	0.655
Interested	21.114	2.877	13 to 25	0.875
Informal	13.014	1.655	9 to 17	0.607
Cohesiveness	12.557	2.054	6 to 16	0.808
Democracy	12.857	1.570	9 to 16	0.707
Total Scale	72.257	6.250	55 to 86	0.837

Conclusions that may be drawn from these data are:

1. The Family Living students hold a better than average attitude toward their classroom environment.

2. Their highest ranked area was "Interested."

Previous Students

The teachers currently associated with the Family Living Program at Pulaski High School have held their positions for the past three years beginning in 1977. A list of six students enrolled in the course, during 1977-78 and 1978-79, was given to the researchers. Of those six, the researchers reached only three, two females and one male. Their comments are listed below:

1) Male - graduated in 1978, enrolled in Family Living in 1977-78
    married
    no children
    wife graduated in 1979, enrolled in Family Living in 1978-79 (wife was not home at the time of the interview)

Comments:

A. "Mock wedding helped when planning my own."

B. "I learned a lot about child care and raising children. I decided to wait to have children because they need so much."

C. "It has helped with my marriage because I felt like I knew what I was getting into. I wanted __________ to take it so she would know too. She really liked the course."

D. "It was the only course me and my buddies talked about. It should be required."

E. "It's the only course that I took in high school that I feel is helping me now."

F. "The teacher wasn't at all backward. She talked openly to us. If the teacher was backward we would have been backward and not asked questions."

G. "This course helped us to learn about life. The administrators should not limit what is taught."[1]

2) Female - graduated in 1978, enrolled in Family Living in 1977-78
    single
    no children

Comments:

A. "I Learned a lot about marriage, birth control, and babies."

B. "I would add a little more about money and buying."

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[1] The student felt that there were some limitations on how much sex education could be taught.

C. "I would require everyone to take it, males and females. It's natural to learn and doesn't have to be memorized. You know it and apply it."

D. "I wish I could have had a course earlier and then another [the] senior year."

E. "The teacher made it personal, she didn't have favorites, and she shared her experiences."

F. "We learned a lot on the field-trips and with guest speakers."

3) Female - graduated in 1979, enrolled in Family Living in 1978-79
married, filing for separation
no children

Comments:

A. "The mock wedding helped with planning my own, we saved a lot of money."

B. "What I learned in class helped me to get along with the other people in my family, but I don't get along with my husband at all. I wish there was more emphasis on male/female relationships, sex education, and child birth in the course."

C. "I would recommend the course to other students. It should be taught earlier because kids are getting pregnant at an early age; then there could be more advanced courses."

It seemed difficult for this student to recall much about the course, or to put it into perspective. For example: One of the things most remembered about the course was the sex education/child birth units--one recommendation was to add more to the course in this area.

Previous students interviewed saw the course as basically helpful and important to them. They all felt the course should be required for males and females. Further generalizations cannot be made because of the small sample size.

Parents

Sixteen parents (20%) of students currently enrolled in Family Living returned two questionnaires: (1) Parents' Attitude Toward Home Economics and (2) Parents' Perceptions of Concepts Emphasized in Home Economics. Fifteen of the instruments contained usable data. These parents represented 26 students who were previously or are currently enrolled in Family Living. Most of their children had taken at least one other course in home economics.

The first instrument, Parents' Attitude Toward Home Economics, had a maximum score of 48 which indicated strong positive attitudes toward home economics. The parents in this study scored a mean of 38. Comments such as the following were written on the data collection instrument:

1. "She knows about so many different things which will help her in the future."
2. "I liked the program and I thought it helped my daughters."
3. "I am glad it is concerning more subjects than cooking and sewing."
4. "I think this course is one of the best for young people. It gives them a start and prepares them when they go out into the world on their own."
5. "I think it will be a very successful program if the girls and boys are very interested in learning home economics for future progress. It will help them a lot in a lot of categories. It has helped me in many ways."
6. "The program is good. Our family business is reupholstery of furniture, cars, etc., also draperies and some interior design, our son works with us."

Ten parents attributed the success of the program to the teachers. Five parents attributed the success of the program to students, and two parents attributed the success of the program to administrators (two parents checked more than one category).

The second data collection instrument completed by the parents, Parents' Perception of Concepts Emphasized in Home Economics Programs, requested that they respond to a list of 22 concepts. The parents were requested to respond yes, no, or undecided for each concept in terms of whether it "ought to be" or "is" included in home economics. Responses were weighted, yes = +2, no = -2, undecided = 0, and concepts were grouped according to the number of points they received. The possible point range was +30 to -30; negative scores indicate greater numbers of "no" responses. Parents appeared to be more certain of what "ought" to be included in home economics than they were of what "is" included. Their responses by weighted scores are listed on the chart that follows.

Rank Order by Weighted Score

	What Ought To Be Included	What Is Included
30	Nutrition Family Relations Child Development Home Management Housing Food Preparation Meal Planning	Family Relations Parenting
28	Parenting Clothing Care Decision Making Interior Design	Housing
26	Health Work Efficiency Household Equipment	Nutrition Health Child Development Home Management Household Equipment
24	Sex Education Clothing Construction Consumer Education	Consumer Education Meal Planning
22	Financial Management Environmental Factors Affecting Families	Food Preparation
20	Values/Moral Education	Financial Management
18		Sex Education
16		Decision Making Work Efficiency Interior Design
14	Textiles	
12		Clothing Care Values/Moral Education
10	Families in Different Cultures	Clothing Construction
8		Environmental Factors Affecting Families
-2		Textiles
-4		Families in Different Cultures

Support Personnel

Pulaski High School has two principals. One is responsible for the vocational subjects while the other is responsible for the academic subjects. Each of these principals was interviewed for this study.

The administrators spoke highly of the program in Family Living. They appeared to be candid with their answers to the questions asked. The questions and answers follow:

1. What do you see as the major accomplishment of the Family Living program?

    A. approach of teachers;
    B. methods used--guest speakers, field trips;
    C. good mix of students;
    D. students can relax, talk, and share their opinions;
    E. students receive good facts and knowledge;
    F. the mock wedding is an opportunity for other students to become involved; all F.L. classes work cooperatively on this effort.

2. To what do you attribute the success of the program?

    A. tie-in with other classes, i.e., sociology, biology, math, and health;
    B. teachers' attitude and ability to work together.

3. What suggestions could you make that you feel could improve the program?

    A. a committee is now formed to look at articulation with other classes--there is some overlap with sociology, biology, math, and health;
    B. teach at a lower grade level.

4. How is the program advertised to students?

    A. course of study guide;
    B. mock wedding;
    C. orientation with counselors.

5. How has federal and/or state money affected the program?

    A. provided facilities and materials;
    B. good learning experiences in the form of field trips which move the "classroom" to the community have been cut;
    C. if federal/state funds were cut the locality would not be able to support the entire program although they recognize its importance.

The principals strongly believed that the success of the program should be credited solely to the two teachers working with it and their "above board approach" to the subject matter involved.

Two (1 male, 1 female) of Pulaski High School's counselors were interviewed for this study. One of these counselors is on the advisory committee for vocational home economics. They informed the interviewer that Family Living is an elective offering. There are approximately 53 elective courses in the school. Of all electives, only Psychology is chosen by students more often than Family Living.

The counselors stressed that in their orientation of students before scheduling they explain the importance of a course such as Family Living. The male counselor stated that his "sales pitch" included the statement, "family problems influence jobs," and that he tried to recruit males for the course. The other counselor shared this opinion. They also try to get "groups" of males in each class so that they feel more comfortable and willing to share their views. During course registration they again "jog the memory" of students and mention the possibility of taking a Family Living class.

Again, the teachers were lauded for their role in making the class popular with students. It was stated that faculty in the school are involved in the Family Living classes as participants and speakers. Indeed, one of the counselors acted as the "preacher" for one of the mock weddings. In addition, community guest speakers such as real estate agents, bankers, and public health personnel are used, allowing students more contact with the "real world."

The counselors stressed the need for the Family Living teachers to advertise their program more extensively. While it is true that approximately 600 students attend the mock wedding which is a culminating activity for the course, the counselors see other means of advertising as being important and necessary. They suggested that a brochure be developed that includes the major objectives of the course and emphasizes its importance to all academic levels and physical abilities. While some people believe that the title "Family Living" is too restrictive, the counselors interviewed thought it to be appropriate.

Summary

The program in Family Living at Pulaski High School addresses the intent of Consumer and Homemaking Education in the following ways:

1. encourages the participation of both males and females;
2. makes use of non-sex stereotyped materials;
3. emphasizes parenthood education as a component of the total program;

4. places some emphasis on home management and family economics; and

5. prepares males and females for the work of the home.

FRANKFORD HIGH SCHOOL: AN URBAN HOME ECONOMICS PROGRAM

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Frankford High School in the School District of Philadelphia was selected as an example of a school in Pennsylvania having an outstanding home economics program.

Philosophy and Objectives

The home economics programs at the senior high schools of Philadelphia (grades 10 to 12) operate under the guidance of the Curriculum Guide for Home Economics Education and Related Careers of May 1978. As described in the guide, the basic philosophy of home economics is: "to strive for each student to realize his potential; to promote the individual as an effective member of the family, and of society, in the process of self-actualization; and to develop those attitudes which contribute to healthy personal relationships and societal structure" (p. viii).

The stated philosophy is translated into the following objectives:

a. adjusting the curriculum to meet the changing needs of the home, the community, and the individual.

b. guiding the learning experiences in ways that will result in the acquisition of new knowledge, appreciations, skills, and increased competencies.

c. stimulating and challenging students to strive for quality in achievement.

d. encouraging career exploration and preparation as a part of individual growth and development. (p. viii)

In a discussion of the philosophy and objectives of the program at Frankford High School, the three teachers who participated in the study agreed on the basic objective "preparation for life." They expanded this to include as their objectives to "expose students to job opportunities" and for students "to learn how to work with others." The teacher whose courses were in the area of foods and food services also identified general objectives related to that specific content area: "help students become aware of the food service field, become aware of nutrition, develop skills in food preparation and use of commercial equipment."

The Program

The home economics program in the Philadelphia School District includes five major content areas: Human Development, Management and Consumer Education, Food and Nutrition, Textiles and Clothing, and Housing and Home Furnishings. The home economics department at Frankford was composed of four faculty members, each of whom specialized in a particular area. At this school the areas were: general home economics, foods and food service, clothing, and child development. The specific courses offered in the program include:

- Food and Consumer Problems
- Food Science and Management
- Home Economics
- Home Economics and Related Occupations (HERO--formerly called Homemaking)
- Design in Clothing
- Bachelor Clothing
- Child Development

While the teachers specialize in particular content areas, broad home economics concepts such as management and human development are included throughout the various courses.

Interviews with the home economics teachers and the principal provided information concerning the organization, functioning, strengths, and possibilities for improvement in the program.

During an interview, the school principal discussed the content of the home economics program and the students involved in it. He stated that the subject matter lends itself to a successful program. The courses are interesting and provide job skills for some students who might not otherwise develop them. The courses were also described as fun and not as difficult as others. They are therefore taken by some students for these reasons. According to the principal, home economics fulfills a need within the school because it appeals to a broad base of students. Observations confirmed that boys as well as girls, blacks, and other minorities were well represented in the home economics classes.

The students enrolled in the home economics program are generally not preparing for college. In fact, the principal stated that students in college preparatory classes are not encouraged to take home economics courses. Instead, they are encouraged to enroll in courses such as physics, higher mathematics, and languages. Part of the reason for this guidance is the fact that such courses carry more weight in cumulating a student average. All courses at Frankford High School are rated according to phase levels from one (1) to five (5), with higher courses carrying more credit. Examples of courses at each phase level include:

5: Advanced Placement
4: Honors courses, mathematics, languages
3: Home Economics II, mathematics, languages
2: Child Development, Clothing, Consumer Problems
1: Remedial English

The highest phase level given to any home economics course was phase 3, with most courses being assigned credit at phase level 2.

Department Facilities

Physically, the department consists of four large classrooms (child development, food services, clothing, and general home economics). The foods classroom has a large demonstration area in addition to the student work kitchens. It also includes commercial kitchen equipment, not normally found in home economics classrooms, which is used for occupational training experiences. The clothing classroom contains power sewing machines for teaching job skills in addition to the usual sewing machines. The child development room consists of material necessary for a preschool program and high school students work with preschool children in this laboratory. The facilities in these classrooms support the objectives concerning development of job skills expressed earlier.

Between the food service classroom and the general home economics room there is a very large room containing a living area, dining area, and kitchenette. This "apartment" was identified by the administrator as an important part of the facilities as it was used in a variety of departmental and vocational activities (particularly related to the food service program). Students used this area to set up and serve meals in work simulation experiences. The teachers also considered the facilities as a contributing factor to a successful program.

Teachers

"The program is a success because the teachers are good and involved." This statement by the principal characterized his attitude that the success of a program rests on the teachers who operate it. This attitude was held by the teachers and the district supervisor of home economics as well as the principal. Those persons participating in this study made various comments concerning the home economics teachers in this program. Some of those statements are as follows:

- -- The most important component is that the teachers work together.
- -- Teachers work together; they communicate.
- -- All teachers in the department have master's degrees. (This is interpreted as evidence of professional commitment.)
- -- The teachers are able to motivate the students to produce.
- -- The teachers have good rapport with the students.

The observer visited Frankford close to the end of the school year when students were involved in the organization and cleaning of classrooms. The manner in which students cooperated with teachers in various activities and joined in conversation indicated a good rapport between students and teachers. The teachers themselves interacted frequently within the department. The three teachers who participated in the study discussed the program as a group in the interview situation, giving support to the statement that the teachers work together and communicate with each other.

Community Involvement

The home economics department makes contact with the community in a number of ways. In addition to money-making projects, there is contact through the child development program which offers day-care services for preschool children in the community. Students are also trained for basic jobs in the community, particularly in the area of food service. Within the school itself, the program is visible through the simulated work experiences in which students serve refreshments for community groups visiting the school. During the school year, a Home and School Association meeting featured the home economics program, providing an opportunity to increase community awareness of the program.

Program Improvements

A possible improvement mentioned by teachers and principal was increased funding, an improvement which would be desirable in many school budgets. This would reduce the effects of inflation, help provide improved equipment, and expedite equipment repairs. Increased funds would also eliminate budgetary restrictions which have the potential for decreasing the number of teachers in the department. Some funding problems are alleviated by student money-making projects in coordination with classroom activities.

Data Collection

In addition to interviews and observation, data were gathered through the use of instruments administered to students, parents, and teachers. The instruments used and the data collected from them will be discussed for each group separately.

Teachers

Two instruments were administered to three teachers in the program: (1) the Teacher Facilitation of Self-Direction and (2) the Curriculum Orientation Survey.

The Teacher Facilitation of Self-Direction instrument measures the degree to which the teacher encourages students in self-direction. Out of a possible score of 120 points the individual scores were as follows:

Teacher A:	89
Teacher B:	69
Teacher C:	75

The scores indicate that all teachers are somewhat encouraging of self-direction in students.

The Curriculum Orientation Survey is divided into nine subscales, five relating to subject matter emphasis and four to content emphasis. Possible scores on the subscales range from 15 (indicating no emphasis) to 60 (indicating major emphasis). The scores for each teacher in the subject matter subscales are given below.

Subject Matter Emphasis

Teacher	Human Dev. and Family	Home Mgt/ Family Econ.	Foods and Nutrition	Textiles and Cloth.	Housing
A	39	38	20	35	33
B	46	45	39	29	40
C	24	32	41	15	17
Mean	36.3	38.3	33.3	26.3	30

The teachers vary in the amount of emphasis placed on subject matters listed, probably because each teacher concentrates in a different area in the courses taught.

The subscale scores for the content emphases are listed below.

Content Emphasis

Teacher	Information	Human Dev.	Management	Values
A	45	41	42	37
B	50	49	51	49
C	32	29	37	31
Mean	42.3	39.7	43.3	39

The degree of content emphasis varied from one teacher to another with Teacher B placing somewhat greater emphasis in each subscale than either Teacher A or C.

Students

Three instruments were administered to 34 students, with 33 sets being usable. The instruments were: (1) What Do You Think About Home Economics?, (2) Classroom Environment, and (3) Students' Estimate of Teacher Concern.

The "What Do You Think About Home Economics?" instrument measured student attitudes toward home economics. The questionnaire consisted of 16 items with responses according to a Likert scale from one (indicating strong disagreement) to five (indicating strong agreement). Out of a possible range of 16 to 80 points, the sample range was 45 to 73, with a mean score of 62.48. The Coefficient Alpha of Reliability for the sample was .824. The scores indicate that students appear to hold positive attitudes toward home economics. Specific items which received 85% or greater total agreement are listed.

Item	Strongly Agree	Agree	Total
-- It is important to learn to be a good parent.	27	70	97%
-- Home economics will help me in the area of family life.	36	58	94%
-- It is important to learn to use money wisely.	42	48	90%
-- Home economics is a good place to learn #7-13 (how to eat foods to stay healthy, use money wisely, to get along with family, to be a good parent, make decisions, about self, to make the most of good points).	58	30	88%
-- It is important to learn how to eat foods to stay healthy.	48	39	87%
-- It is important to learn about males and females.	39	48	87%

The Classroom Environment instrument consisted of 21 items scored according to a four-response Likert scale (strongly agree, agree, disagree, strongly disagree). The possible range of scores was from 21 to 84, with the sample range from 55 to 77. The items to which there was 85% or greater agreement are listed below.

Item	Strongly Agree	Agree	Total
-- There are rules for everything in this class. (In scoring, this item is reversed.)	9	88	[illegible]%
-- There are specific objectives in this course.	18	76	94%
-- Everyone has opportunities to give opinions in this class.	36	58	94%
-- This class has certain goals to work toward.	27	64	91%

Item	Strongly Agree	Agree	Total
-- The goal of each lesson is identified.	24	67	91%
-- The class works toward specific objectives.	6	85	91%
-- No one cares much about what goes on in this class. (In scoring, this item is reversed.)	18	70	88%
-- Everyone enjoys working together in this class.	21	64	85%

The third instrument, Students' Estimate of Teacher Concern, measures the students' perceptions of the teacher's concern for them. The possible range for this instrument is from 30 (indicating low concern perceived) to 60 (indicating high concern perceived). The range in the sample was from 37 to 60 with a mean of 50.88, indicating that students generally perceived their teachers to be concerned about them. Students answered yes and no to items. Items with 85% or more students answering yes are identified below.

Item	Yes
-- Does this teacher know what you can and cannot do?	94%
-- Would this teacher help you if you got into any kind of trouble?	94%
-- Does this teacher think your problems are just as important as those of other students in the class?	91%
-- Does this teacher think you are as important as anyone else in the class?	91%
-- Does this teacher help you to look for answers to some of your questions so that you learn more than if you were told the answers?	91%
-- Do you think it matters to this teacher if you are happy or unhappy?	85%
-- Do you feel at ease and comfortable when you talk to this teacher?	85%
-- Has this teacher tried to help you understand yourself better?	85%
-- Has this teacher tried to help you feel more at ease in social situations?	85%
-- Would this teacher be willing to help you get a job?	85%
-- Does this teacher know how to help you so that you don't mind being helped?	85%

Parents

Seventeen parents responded to two survey instruments: Parents' Attitudes Toward Home Economics and Parents' Perceptions of Concepts Emphasized in Home Economics Programs.

The Parents' Attitudes Toward Home Economics questionnaire consisted of 12 items with four possible responses (strongly agree, agree, disagree, and strongly disagree). In 8 of the 12 items there was 100% agreement with the statement. These items are listed below with the corresponding percentages.

Item	Strongly Agree	Agree	Total
-- Home economics can provide nutrition education for people.	29	71	100%
-- Home economics is an important subject.	24	76	100%
-- Content covered in home economics is useful not only now but also in the future.	18	82	100%
-- I think home economics has much to offer young people.	12	88	100%
-- I wish I had taken home economics in high school.	12	88	100%
-- Home economics has much to offer my son/daughter.	6	94	100%
-- Home economics includes a range of topics besides cooking and sewing.	0	100	100%
-- Home economics is appropriate to both men and women.	0	100	100%

The second instrument, Parents' Perceptions of Concepts Emphasized in Home Economics Programs, asked parents to identify concepts which should or should not be included in home economics or of which they were uncertain. The second part of the survey then asked parents to respond to the question "Is it your perception that your son or daughter is learning this in the present home economics program?" for each concept listed. The responses for each concept are listed in percentage points below.

Ought to be Included				Perceived to be Taught		
Yes	No	Uncertain	Concept	Yes	No	Uncertain
94	6	0	Child Development	88	12	0
94	6	0	Clothing Construction	88	6	6
100	0	0	Clothing Care	88	6	6
94	6	0	Consumer Education	88	0	12
94	0	6	Decision Making	94	6	0
88	6	6	Environmental Factors Affecting Family	94	6	0
82	0	18	Families in Different Cultures	76	18	6
100	0	0	Family Relationships	88	12	0
94	0	6	Financial Management	88	0	12
100	0	0	Food Preparation	100	0	0
100	0	0	Health	94	6	0

Ought to be Included				Perceived to be Taught		
Yes	No	Uncertain	Concept	Yes	No	Uncertain
94	0	6	Home Management	100	0	0
94	0	6	Household Equipment	82	6	12
88	6	6	Housing	88	6	6
82	6	12	Interior Design	94	6	0
100	0	0	Meal Planning	94	6	0
100	0	0	Nutrition	94	6	0
94	0	6	Parenting	94	6	0
100	0	0	Sex Education	94	0	6
82	12	6	Textiles	76	6	18
94	0	6	Values/Moral Education	82	12	6
88	6	6	Work Efficiency	88	6	6

Thus, all concepts were considered to be important in home economics programs. Parents generally perceived that these concepts were taught.

Summary

The key success factor at Frankford High School seemed to be the teachers of the home economics program. The principal and other faculty identified the teachers' ability to work with one another as well as students. Students saw these teachers as viewing them as important as other classmates. These teachers do not seem to have favorite students in their classes. The students also viewed their classes as having goals and objectives. Parents had very positive impressions about the importance of home economics. Facilities in this program were also identified as a contributing factor enabling job skills as well as homemaking skills to be developed. Certainly, the curriculum is comprehensively covering many areas of home economics.

Federal and state financial support has contributed to the success of this program. The curriculum used was developed from a consumer homemaking grant and federal monies contributed to excellent facilities in Frankford High's home economics department.

HOME ECONOMICS PROGRAM: SUBURBAN SCHOOL

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Introductory Statement

The program studied is located in the suburban Lansing area, and has been increasing in enrollment steadily over the last three years. It was felt that by studying this program, it would be possible to identify some criteria that comprise an effective home economics program, at the high school level.

Curriculum Description

The home economics curriculum at this school consists of the following: Single Survival, Meal Management, Housing and Home Furnishings, Individual Dress, Child Development, Perspectives on Living, and Consumer Education, which is a required course for graduation.

The concepts emphasized in teaching were determined by using an instrument called the Curriculum Orientation Survey. There were nine subject matter subscales with a possible score range from 12 (no emphasis) to 48 (major emphasis) with 30 being a median range score. The teacher responsible for teaching Meal Management, Singles Survival, and Perspectives on Living had the following scores: major emphasis on Food and Nutrition (40), Information (41), and Management (44); above average emphasis on Values (36), Human Development and Interpersonal Relationships (35), Human Development (33), Home Management and Family Economics (33), and Clothing and Textiles (32). Almost no emphasis was placed on Housing (18). The teacher responsible for teaching Child Development, Consumer Education, Individual Dress, and Housing and Home Furnishings had the following scores: major emphasis on Human Development and Interpersonal Relationships (48), Values (48), Human Development and the Family (45), Information (44), Management (42), Home Management and Family Economics; above average emphasis on Housing (38), Textiles and Clothing (37), and Food and Nutrition (32).

History of the Program

There are two teachers in this home economics program and they both have been teaching in this program for about three years. When these two teachers were hired, there were one and four-fifths teaching positions available in this program. During the time they have been teaching here, they have steadily increased the enrollment in the program to the point that next fall (1980), they will need two and two-fifths teachers for the program. At the same time the home economics program has been realizing increasing enrollments, other classes in the same school have been experiencing decreasing enrollments.

Philosophy Behind Program Development

When the two current teachers were hired, enrollment in the program was on the decline and the program resources were quite old and outdated. The teachers made a concerted effort to update the program by making it more relevant to student needs, and by gradually purchasing and developing a wide variety of updated materials for student and teacher use.

Facilities

The facilities are about twenty years old and in need of updating. A current bond issue will be up for vote soon which includes plans for renovating the home economics facilities. Nevertheless, the teachers have made maximum use of the space available to them. There are two separate but adjoining rooms. One room includes five kitchens, a dining area, classroom area with desks, and a study area. A second room has many storage units for supplies and sewing machines, and a larger classroom area than the room previously described. While the equipment and facilities are old, teachers utilize what they do have to the fullest extent.

Teachers in the Program

The teachers in this program are both white females in their early forties. One teacher has six years of teaching experience, three at this school, and the other teacher has three years teaching experience, all at this school. The teachers and students have similar backgrounds.

The teachers express a firm commitment to their program and to students. In observations, the teachers appear enthusiastic about teaching their content areas and have command of their subject areas. In interviews, the teachers expressed openly their enjoyment of students and their concern for them. Both teachers indicated that they believe in treating students as they wish to be treated and that they believed in trusting students and giving them opportunities to be independent. The teachers update their professional development through their Career Education Planning District (CEPD); one teacher is currently working on a Master's degree.

An instrument called Teacher Facilitation of Self-Direction was used to determine the kind of interactions the teachers and students have and whether teaching behaviors were direct or indirect. A score of sixty is the highest score representing teacher encouragement of self-direction. The average score of the teachers studied was 45.

The teachers were observed using a wide variety of teaching methods. The environment of the classrooms appeared to be non-threatening and students readily participated in activities and discussions. Interactions were frequently initiated by the students to both the teacher and other students.

Support Personnel: Principal

In a brief interview, the principal of the school stated that he thinks the home economics program is an effective, successful program due primarily to the teachers' efforts. He appeared to be aware of the program and was very supportive of the teachers and protective of the students.

Classroom Environment: Observations

During class discussions, the majority of the students participated in some way. The teacher called on students at random, and both students and teachers initiated questions. Most students appeared prepared for class as a high number of questions were answered correctly. Most students appeared interested in what was going on in the class as exhibited by their attentiveness, note-taking, and participation. However, a few students appeared to be easily distracted and less interested in the discussion and more interested in their peers. There was humor in class discussions as well as serious discussions. Students appeared to have the opportunity to have input into class activities. For example, a class vote was taken on how to do a particular activity. Also, students freely offered their suggestions and opinions. During a group activity, such as creating a new seating arrangement or cooking in the kitchens, the groups worked cooperatively. Students were also observed working on individual projects, and they required very little teacher contact showing they were quite capable of working independently. Some competition was observed between students, but other students worked on projects at their own pace by themselves. A wide variety of strategies was employed by the teachers with greatest student involvement and enjoyment achieved in class discussions, individual projects, games, and labs.

An instrument taken by students was called Class Environment, which assessed student opinions. There were five different subscales involved, which will be discussed below along with the students' average scores in each area. (1) Goal Direction (possible range 4 to 16) with a high score being more goal directed. The students' mean score was 12.18. (2) Interested (possible range 5 to 20) with a high score meaning more interest. The students' mean score was 13.95. (3) Informal (possible range 4 to 12) with a high score meaning more informal. The students' mean score was 7.03. (4) Cohesiveness (possible range 4 to 16) with a high score meaning more cohesive. The students' score was 10.55. (5) Democracy (possible range 4 to 16) with a high score meaning more democratic. The students' score was 10.84. Ninety-seven percent of the students agreed that the class had certain goals to work toward, and 92% of the students agreed that there were specific objectives for this class. Eighty-two percent agreed that everyone had opportunities to give opinions in this class.

A second instrument taken by students was What Do You Think About Home Economics? This instrument was used to measure student attitude toward home economics. The possible range of scores was 16 to 80 with a high positive score indicating a positive attitude toward home economics. Forty students took this attitude survey and the mean score was 63.15. Over 90% of the students agreed with the following statements.

Percent Agree		Item
92%	-	Home Economics will help me in the area of family life.
93%	-	It is important to learn how to eat foods to stay healthy.
97%	-	It is important to learn how to use money wisely.
97%	-	It is important to learn how to be a good parent.
92%	-	It is important to learn how to make decisions about home and family.

A third instrument was administered to students in specific content areas. Thirteen students in the Meal Management class took the Iowa Food and Nutrition Test. There was a possible 60 points on the test, and the mean score was 39 points with the low score being 23 and the high score being 50. Thirty students in the Consumer Education classes took the Consumer Education Test. There were a possible 50 points on the test, and the mean score was 30 points with the low score being 15 and the high score being 42.

Attitudes of Former Home Economics Students

Six former home economics students were interviewed over the telephone. All students interviewed answered positively that the content covered in their home economics courses had helped them in some way since graduation. They had taken a variety of classes offered in the home economics program. All former students replied positively when asked if their course work has helped them to manage their resources and make decisions since graduation. All students also replied positively to the question, "Do you think home economics has much to offer young people?" When I asked them to name something specific I received a variety of responses, such as: "Because it relates to everyday life," "teaches how to live on your own and take responsibility," "helps you to learn to make decisions," and "prepares you for relationships and work both in and out of the home." When asked if home economics should be required of all students, four out of six students said yes, and when asked if home economics was as important as other subject areas, five out of six answered yes (one male said home economics was more important). When asked if they had any comments to add about the program or teachers, five students out of six had some positive comment to make about the teachers, such as: "the teachers were excellent," "the teachers made you feel at ease," "teacher gave depth," "teachers were interested in individuals and were marvelous," "you wanted to go to class."

Parents

Eight out of nine parents surveyed responded to a questionnaire, "Parents' Perceptions of Concepts Emphasized in Home Economics Programs." The majority of the eight people felt that the home economics program should include all the concepts on the list. There were four single no responses to the following four concepts: Sex Education, Clothing Construction, Textiles, and Financial Management. This same questionnaire had a second part where parents were asked to answer yes, no, or uncertain to the question, "Is it your perception that your son or daughter is learning this in the present home economics program?" All eight parents said yes to nutrition, health, and meal planning; seven said yes to consumer education, interior design, household equipment, and food preparation. Three parents identified the following areas as not being taught to their students: clothing construction, clothing care, values/morals education, and environmental factors affecting the family. The area of greatest uncertainty was sex education, which four parents identified as an area that they were uncertain as to whether it was being taught.

Of the nine parents surveyed, three did not respond to the general information sheet at all, and of the six who did respond, there were two who did not fully complete the questionnaire. The six who responded had a total of 12 children taking home economics classes in the following areas: individual dress, meal management, single survival, and child development. One question answered by all six parents was: "To what do you attribute the effects of this particular program?" All six parents identified the teachers, with two parents also mentioning the administration.

The instrument used to measure parent attitudes toward home economics had a possible range of points from 12 to 48. The mean score of the parents surveyed was 37, with 42 being the high score and 32 the low score (this was due to omitting answers to four questions). Four of the nine parents didn't feel that home economics should be required of all young people, one parent didn't respond, two parents agreed that it should be required, and two parents felt very strongly that it should be required. Five parents felt very strongly that home economics is appropriate for both men and women.

Students

Demographic Data

The program consists of about 50% each, males and females, in all courses except Individual Dress and Child Development where the ratio is 25% males and 75% females. There are very few minorities participating in the program and only one teenage parent. The program consists of students in grades 10 through 12 who come from a variety of socioeconomic backgrounds in a small, mainly residential community.

Attitudes of Currently Enrolled Students

An instrument called Students' Estimate of Teacher Concern was given to fifty students. The range of possible scores was 30 to 60, with a high score indicating a greater concern for students on the part of the teacher. The combined average score for the teachers in the program was 50.

Summary

A critical factor in making this particular program a success appears to be the teachers. The fact that they have had a positive impact on the program is indicated by the increasing enrollments during the time they have been involved in the program. It's interesting to note that the program has increased in enrollment in spite of the fact that the facilities are twenty years old. This indicates that teachers are a much more critical factor in a program than facilities. The principal, former students, and parents of present students all identified the teachers as important factors in the program.

It appears that a quality program begins with the teacher and the curriculum, and must have the support of students, administration, and parents to be a really successful program.

HOME ECONOMICS AT RAYMOND CENTRAL HIGH SCHOOL

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Introduction

"Adult living is a very popular elective for students at our school," responded the guidance counselor. "Next year, three-fourths of all seniors, males and females, will be taking this course." The consumer and homemaking program at Raymond Central High School was identified as a successful, effective program by individuals in the Nebraska State Department of Vocational Education. What contributes to this success, what are the major factors which make the program effective in the eyes of students, school personnel, and state department supervisors? This case study is an attempt to organize information about what makes one program in consumer and homemaking deserve such praise.

The Community

The Raymond Central School District serves a wide-spread community located approximately twenty miles northwest of Lincoln, Nebraska. The population served by the school district is rural, although being located near the state capital city of Lincoln does afford community members some advantages of that city.

Eight years ago, three smaller school districts covering a wide geographic area were consolidated to form the Raymond Central School District. Local control is extremely important to these rural citizens and the consolidation was, and is still, not viewed with favor. For this reason, there is divisiveness among community groups who would serve the school better if a united front were presented. School personnel grieve the lack of support and, in some cases, the apathy shown by citizens regarding school matters. The superintendent described the difficulty in organizing the advisory committee for the home economics program as associated with the lack of interest in contributing to the consolidated high school.

Because it is a rural school district, community resources are available but not plentiful. Lincoln fills the gap. The propinquity of the school district to Lincoln affords the teaching staff the opportunity to use its abundant resources. The home economics program regularly takes advantage of both local community and Lincoln resources. Community resources, particularly the people, have added dimension and strength to the home economics program.

The advisory committee, which serves the home economics program, is composed of five members--two are former students of the program, a young married couple, and the fifth a parent of students enrolled in the program.

Student projects have served the community, particularly the elderly and young preschool students. FHA activities have also contributed to the community. Within the realm of possibility, students work in the community and the community comes to the school to enhance the home economics program.

Raymond Central's total enrollment is approximately 285 students (grades 9-12). The elective courses in home economics serves some 140 of these students or approximately one-half of the student body.

Curriculum Description

Until approximately eight years ago, the curriculum at Raymond Central was not representative of home economics subject matter. It included, by the teacher's description, "lots of foods, babysitting, some clothing and no consumer education." Teaching consisted of reading the textbook and answering questions at the end of the chapter. Between 1972-74, the present teacher began to revise the existing program. Her graduate work in home economics education involved her with a systematic plan for developing curriculum. Through her exposure to this program planning technique, the teacher added new courses and enhanced existing ones.

The teacher describes herself as having been ripe for this experience of developing her home economics program. It was her dissatisfaction with the existing program which spurred her on and helped her recognize the need for curriculum development. Besides the particular course in home economics curriculum development which provided the framework for program planning, she notes that her experiences with other professionals and their programs have contributed to her own professional development and the development of her program. This contact with other home economics professionals was established and maintained through the annual August Conference in Nebraska which is held before the school year commences. The conference is sponsored by the State Department of Vocational Education.

The curriculum which now exists takes a comprehensive approach to home economics. Foods is now focused on nutrition and consumer practices as well as management skills. The emphasis is no longer preparation, although this is still included as one aspect of the course.

Because the school is small, some courses are offered on an alternate-year basis. Foods and Housing, for example, are offered every other year during the fall semester. Courses such as Adult Living and Independent Living, however, are offered every year. Thus, these courses constitute the major focus of this consumer and homemaking program.

The teacher completed the instrument, Curriculum Orientation Survey, designed to measure the extent selected objectives were included in her program. When her answers to this instrument were analyzed, it was concluded that she incorporated all subject matter objectives in her program, although clothing did receive a substantially lower score than did the subject areas of Human Development and the Family, Home Management and Family Economics, Foods and Nutrition, and Housing. It is possible that this is due to the fact that the junior high teacher had taken on the responsibilities of the clothing course. The senior high teacher's score on the curriculum instrument would indicate high levels for all subject matter being taught with equal emphasis on all subject matter areas.

The instrument also provided information concerning the content of the program, either information or process oriented. This teacher indicated that she includes high amounts of information as well as process skills in her home economics classes. Observation of classes bears out the teacher's response in regard to process and information taught in classes.

Program of Study

The following outline suggests the program of home economics which is offered at Raymond Central High School:

Ninth Grade - A comprehensive overview of home economics. This course is recommended for students who wish to take other subject matter specific courses, but is not a requirement.

Subject Matter Course - Courses in Housing and Interiors, Foods and Nutrition, and Clothing, Textiles and Design are taught to upper-class students on an alternate-year basis.

Independent Living - A semester course which focuses on personal decision making and is not oriented to single or married living. Offered yearly, usually every semester.

Adult Living - Is a course taken by juniors and seniors. Its main focus is marriage and relationships and decisions involved in this choice of life-style.

Senior Problems - This course is designed for students who have taken two or more courses in home economics. The goal of this advanced course is to strengthen concepts learned in previous semester courses. Students have the opportunity to explore topics of their choice in depth under the guidance of the instructor.

Concepts and objectives for some of the program courses are described below. This portrayal is meant to give the reader a sampling of the direction of the overall program.

Ninth Grade Comprehensive Home Economics

This is a one-year course which is designed to give a foundation to students who desire basic information in home economics and for those who wish to enroll in the semester courses offered to upper-class students. Consumer education is a strong, integrated component of this course as well as a separate unit. Also included as concepts for the year: Building Family and Interpersonal Strengths--decision-making skills, family living, personality, values, goals, self-concept, self-awareness, communication; Foods and Nutrition--principles of food preparation, meal planning, labeling, food preservation, nutritional aspects and preparation of fruits, vegetables, protein foods; Related Art--design elements, design projects; Clothing and Textiles--care labeling, sizing, construction; Housing, Home Furnishing and Equipment; Consumer Education; and Careers in Home Economics-Related Occupations.

Foods and Nutrition

This semester course (18 weeks) is offered once every two years. It includes some of these basic concepts: food habits and experiences with foods; a balanced diet; food and the life cycle; safety and sanitation involving food; factors influencing food costs; management and organization of work (as related to food preparation); and other topics as time allows.

Adult Living

This semester course is offered every year. It includes the following topics as the basis of the course design: understanding yourself; your relationship to the opposite sex; looking toward marriage; getting married; marital adjustment; alternatives to marriage; divorce; family roles through the life cycle; and death in the family. This course is usually taken by seniors; some juniors also enroll.

Independent Living

The goal for this semester course is to acquire skills for adult responsibilities. Its major objectives include being able to:

-- select and purchase food wisely, plan nutritious and economical meals, and use basic cooking skills and principles in preparing foods.

-- select and purchase clothing wisely and choose and use the best laundering, pressing, and/or repair techniques.

-- judge the type of housing best suited to one's needs and means, to select and purchase items of furniture and equipment wisely, and to use decorating principles.

-- to gain a better understanding of self and to develop meaningful relations with others.

Facilities

At present, the home economics program is operated in two rooms at Raymond Central High School. The second room was acquired in 1979 on the advice of the Home Economics Advisory Council. It is the place where the junior high program is taught. The senior high program is taught in the original home economics room. Since the addition of the new room, the home economics teacher is satisfied with the facilities. She describes them as adequate, as do other members of the school staff. If there is one thing that has been cited when asked what improvements could be made in the program, it is the facilities in which the program operates.

The senior high program--9th through 12th grades--is conducted in one room except for the clothing course which is taught in the newly acquired room which houses most of the junior high courses. The clothing courses are taught by the teacher who teaches the junior high program (an element of the program which is not being dealt with in this case study).

When one walks into the room where this consumer and homemaking program is taught, the individual is struck by the unobtrusiveness of the facilities. Metal folding chairs provide the seating for students and teacher. There is a teacher's desk, but it is used for storage and is not used as a barrier to separate students and teacher. Class is usually conducted in a circular arrangement, with students and teacher seated at six large tables arranged so that everyone is facing each other. There is no designated seat for the teacher who becomes part of the group once class begins.

The teacher is satisfied with the books, media, and equipment she has to work with. She feels they meet the needs of the program and feels the program receives its share of new materials. Although new materials are used in the program, some older materials which do not meet equity standards are still used, but the teacher takes the opportunity to point out inappropriate attitudes depicted in these materials. She often has the students decide what the flaws are in materials being presented. In this instance, biased materials serve as a means of allowing students an opportunity to identify inappropriate attitudes which may be a very positive learning experience.

Kitchen facilities for the foods class are clean and well kept, but the teacher said that from her knowledge of the students' homes, she would estimate that three-fourths of them have better facilities than the school.

The room is neither unattractive nor attractive; it is nondescript. It is the enthusiasm of the teacher and students that add the color and sparkle to the surroundings.

The Teacher

The home economics teacher at Raymond Central High School has taught in that position since 1971. Previous to her high school teaching, she did one year of teaching in Sterling, Nebraska and three years at the junior high now in the Raymond Central School District.

She holds a Bachelor of Science degree from Peru State College and a Master of Science degree from the University of Nebraska-Lincoln. Both degrees are in home economics education.

She is involved in professional organizations and has, within the past two years, served as president of the state vocational home economics organization. She is also a member of the local, state, and national education association.

Her involvement with the community has been extensive. She lives in the school district in which she teaches. She has held a variety of summer jobs that have contributed to her familiarity with the community, its people, and their needs. She is also involved in local community organizations.

She is thirty-five years old and, although not a native of the community in which she now lives and teaches, she is a native Nebraskan and was reared in a community very similar to the one in which she now serves. She is married to a former math teacher who is now a banker in the community. She has no children.

This teacher is held in very high regard by all individuals who were approached for information about the program. Most often it was mentioned that the teacher is the real reason for the success of the program.

In interviews with students, the teacher is described with every superlative. Students feel she is the right combination of authority and friend. They see her as a caring, responsive individual.

When students responded to a written instrument, Students' Estimate of Teacher Concerns, they verified what had been said in the interview sessions. The instrument had a possible range of 30-60 points, with 60 indicating the most concern on the part of the teacher. This teacher received an average score of 55 points from the 48 students who responded to the survey. This would indicate a very positive response for this teacher.

All but one out of the 48 students said the teacher had shown them ways of doing things that let them have more fun while learning, made them feel that what they say or do is important, and think that each individual's problems are as important as anyone else's in the class.

Other high ranking responses (90% or more students gave a positive response to these ideas):

- -- It matters to this teacher if I am happy or unhappy.
- -- I feel at ease and comfortable when I talk to this teacher.
- -- This teacher has tried to help me become a better person.
- -- This teacher knows how to help so that I do not mind being helped.
- -- This teacher has helped me to think and say what I feel is right.
- -- This teacher seems to know how to help me express things that I do not know how to say.
- -- This teacher has helped me to learn ways in which I can become a better family member.
- -- This teacher helps me to look for answers to some of my questions so that I learn more than if I were just told the answers.

It is important to stress one fact about this teacher. It appears from all the information that was gathered for this case study that she is a very good teacher and that she does her job well, but her job is not a total commitment. There are many facets to her life which seem to contribute to her ability to perform in the classroom. She is a healthy, well-rounded person.

Support Personnel

Some information about the home economics teacher and program was gained through interviews with the teacher's colleagues (district superintendent, school principal, guidance counselor, and a student teacher who had worked with the teacher during the year). These individuals answered a series of identical questions. Because of their various vantage points, some were better able to answer one or more questions.

When asked to describe the home economics program, all of the individuals interviewed indicated that the home economics program was a comprehensive one. The guidance counselor was most familiar with the program and could describe it in detail. This could be a contributing factor to the enrollment in the program--a guidance counselor who is knowledgeable about what is happening in the various courses. Such an individual can provide better advice and information to students who are trying to make decisions about what courses to schedule. The least knowledgeable person was the school principal. This fact is understandable, because he was new to the school district and, although he could not explain the program as thoroughly as other individuals, he was able to say that, from his experience, he could detect that the program was well accepted by students and that the comprehensive offerings seemed to attract a wide cross section of the student body. He said that "this program gives a good idea of life--budgets, real world, marriage."

The superintendent was impressed with the way the home economics program had changed through the years under the direction of the present teacher. He was aware that her graduate work in home economics education was a strong influence in the changes she incorporated in the program. He indicated that he had been invited to class on several occasions to serve as a resource person when students were studying various facets of marriage and other adult roles.

Usually, no individual is as idealistic about what a home economics program should be than is a student teacher. When the student teacher who worked with the Raymond Central Program during the year was questioned, she said that the program had impressed her in a variety of ways. "The program really fits the needs of the kids." Her impression was that students were given an active role in determining how things would be accomplished in class. Although the teacher provided guidelines and made it apparent that particular concepts were extremely important, students had a strong voice in the classroom. The student teacher was particularly impressed with the success and organization of the Adult Living course.

What do vocational funds contribute to the program? In terms of money, the superintendent said, "Not very much." The school would still have a consumer and homemaking program as long as the community wanted it, money or no money. Present state and federal funding to the school district for this program is minimal. He did feel that more money could make contributions, but, at present, the main thing that is derived from vocational reimbursement is the fact that you are following some standard that governs other schools and programs.

All those interviewed agreed that the success of the program hinged on the enthusiasm and expertise of the teacher. She was given credit for attracting and motivating students. Most of those interviewed said that the courses were advertised by word of mouth and that students encouraged others to consider taking home economics classes.

Parents

Parents of students enrolled at Raymond Central High School are employed in two main categories: farming and skilled labor (sixty percent of the fathers indicated these occupations). Other occupational areas representing substantial but smaller percents of individuals include: managerial positions (12.5%); professionals (12.5%); and semi-skilled workers (13.5%). Mothers (43%) said that they were housewives.

Fifty-two percent of all parents had completed high school and some (23.5%) indicated they had some education after high school. Eleven percent hold bachelor's degrees and seven percent hold advanced degrees.

Approximately 80% of the individuals in this community are of either Czechoslovakian or German descent. School personnel had a difficult time remembering any black or Hispanic individuals in the community.

Parents' responses to the home economics program at Raymond Central were gathered through means of written questionnaires. Forty-one parents returned questionnaires. The following statements are based on the answer of these 41 parents who had children enrolled in the home economics program.

In response to a survey of attitudes about home economics, all parents (100%) agreed that home economics can provide nutrition education for people, does include topics other than cooking and sewing, is appropriate for men and women, is useful now and in the future, and that home economics is an important subject. Ninety-five percent said home economics has contributed to the personal development of their son or daughter and that home economics has a lot to offer young people. Ninety percent indicated that home economics has contributed to their child's ability to make decisions and use resources as well as helping them to become good parents.

Although parents indicated extremely positive attitudes in relation to the above aspects of home economics, only 57% felt home economics should be required of all students and a still lower number (49%) wished they had taken home economics in high school.

When parents were asked to respond to what is taught in home economics as well as what should be taught in home economics, the results indicated that they saw home economics as having the potential to contribute to a variety of areas affecting home and family life.

The accompanying table depicts a composite of responses from the 41 parents who answered the survey.

Parents' Ranking of Home Economics Concepts

% Who Thought It Should be Taught in Home Economics	Concept	% Who Thought It Is Already Included in the Home Economics Program
95%	Child Development	79%
100%	Clothing Construction	85%
100%	Clothing Care	74%
90%	Consumer Education	72%
97%	Decision Making	77%
92%	Environmental Factors Affecting Families	62%
72%	Families in Different Cultures	41%
92%	Family Relations	85%
87%	Financial Management	67%
100%	Food Preparation	92%
97%	Health	82%
95%	Home Management	74%
97%	Household Equipment	77%
95%	Housing	69%
92%	Interior Design	69%
100%	Meal Planning	92%
97%	Nutrition	85%
90%	Parenting	82%
95%	Sex Education	72%
92%	Textiles	72%
97%	Values and Moral Education	59%
87%	Work Efficiency	56%

As revealed in the chart, an overwhelming majority of parents felt all the concepts would be a part of a home economics curriculum. Percents in the "is taught" column appear to be smaller than those in the "should be taught" column. This is most likely explained by the fact that parents whose children were enrolled in the home economics program had probably not taken all courses. This would account for their lack of knowing that a particular concept was taught in the program. Large numbers of parents chose to respond with "uncertain" when asked if a particular concept had been taught in the home economics program. They did not know if it was not taught, but would not rule out the possibility.

Students

According to State Department records, the enrollment in grades nine through twelve at Raymond Central is 285 students. These records also indicate that home economics classes which are electives accommodate approximately 140 of those students. Who are the students that home economics serves and what have they gained from their participation in the home economics program?

Students in home economics are representative of the total school population. Special-needs students are served within the home economics classes. These include, mainly, economically disadvantaged students and one or two EMR students. Ethnically, the students are of Czechoslovakian (50%), German (30%), Scandinavian (10%), and English (10%) background.

Students who were enrolled and not enrolled in home economics were surveyed about what they thought about home economics. Based on a range of 16 (low or poor attitude) to 80 (high or positive attitude), students not enrolled in home economics had a mean score of 51 points; those enrolled in home economics contributed to a mean score of 65 points, although the mean for both groups fell in the high or positive range. Students who were deriving the benefits from the class seemed to be more positive about the home economics program and what it could offer. Of those who were not enrolled in the program, their positive attitudes indicate that perhaps if they had time or could fit it into their schedule, they would take home economics.

Some more specific results generated by the students enrolled in home economics relative to their home economics program are as follows: Ninety-nine percent of students enrolled in home economics felt that it was important to study family living and ninety-six percent said that it was important to learn to get along with their family. Learning to use money wisely and to be a good parent was seen as important by 94% of students enrolled in home economics. Ninety-two percent of the same students said it was important to learn things that would help them to make decisions about home and family life. Eighty-seven percent of these same students indicated that home economics was the best place to learn to do these things that they viewed as important to learn. In answer to another question, twenty-three students indicated that they felt these things could be learned better elsewhere, indicating home as the best place to learn.

Classroom Environment

In the home economics classes at Raymond Central, it was obvious that an environment prevails which contributes to learning and positive attitudes and self-concepts on the part of students. Through interviews, observation, and written questionnaires, the following was learned about the environment in the home economics classes.

Basically, the atmosphere is created by the teacher. Students are aware of this and make such statements as, "Even when you work with people you do not know or do not like in class, the teacher helps you to get along and so you get the job done."

Observing in the class brought to light the idea that the teacher allows students to carry the ball most of the time. By asking thought-provoking questions, by allowing students to generate and sustain the class discussion, by giving students responsibility for leadership in a variety of situations, the teacher lets the students know that this class is theirs and that she is there to facilitate.

Be sure, however, that things are not operated in a disorganized fashion. One of the things most liked by students and an idea expressed over and over again by them is the fact that this teacher gives them advanced instructions. Students are made aware of the basic concepts to be covered in the beginning of the year, at the beginning of a unit of study, and as class starts for the day. It is from the basic list that students and teacher branch out and decide how to go about learning what is to be learned. At times when more structure is needed because the subject is new for students, the teacher does more of the planning, but always asks students if this is okay or if they have anything else they would like to add. It is obvious that this class is run for the students.

In response to a written survey, students revealed these things about the classroom environment: approximately 95% of the students felt motivation for learning and interest in the class were high, for themselves and for other students.

Answers to questions related to formality suggest that students feel some aspects of the class are informal, but that there are guidelines and rules which are followed that help things to run more smoothly.

Do classes function as cohesive groups? Very few students indicated problems with people getting along in class. Although admittedly there are cliques in various classes, it does not seem to interfere with the total class functioning in a cohesive manner.

Students indicated that they were able to make contributions to class decisions. Only a small number of students, less than 10%, felt they did not have a part in decision making in their home economics class. Students were very much aware that their opinions were respected.

The Program and Its Relationship to Consumer and Homemaking Legislation

The previous description should enable the reader to determine facets which make this program successful. It not only addresses the needs of the community in which it is located, but responds to the broader mandates of the 1976 Vocational Legislation.

This program:

- Encourages the participation of both males and females.
- Encourages a sex fair view of homemaking.

- Prepares males and females for the work of the home.
- Emphasizes a comprehensive approach to home economics which includes consumer education, management of resources, promotion of nutritional knowledge and food use, as well as parenthood education.

It is also evident from this case study that certain ancillary services funded by vocational monies contributed to program success, i.e., teacher training, curriculum development, and state administration and leadership.

CONSUMER EDUCATION AND MANAGEMENT: SEMESTER COURSE

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Introductory Statement About the Program

Jones Senior High School offers 7115--Consumer Education and Management (a semester course)--to its students. Being a small school, only one class is taught. Although small, this program has been identified as outstanding in the field of Home Economics. The facilities are adequate, the teacher outstanding, the students motivated!

Description of Community

Jones Senior is the only high school in Jones County. Approximately 550 students are presently enrolled. The student body is 65% black. Many students at Jones Senior are disadvantaged and/or handicapped. Vocationally oriented, Jones Senior offers a large variety of vocational courses to the students. The community supports this direction because Jones County is a rural farming area. Trenton is the county seat, a town of 350.

There is actually very little community support in any of the high school programs. Even sports events meet with little enthusiasm. Students do not show a lot of leadership here, and most clubs are unproductive. Parents in the area are racially prejudiced. Many parents prohibit their children from becoming involved in school activities for this reason. Many of the wealthier citizens send their children to private schools in neighboring counties. It is a priority of Mrs. Koonce to get students, as well as parents, involved.

Mrs. Koonce utilizes an advisory committee made up of six resource persons. The committee consists of four females and two males. Two of the females are black. The remaining four members are white. The members are from a variety of career areas. These include: a florist, a social service worker, the manager of a garment factory, a Health Department employee, a Home Extension agent, and a restaurant owner. Furthermore, one is a former student, one is a parent, and one is a parent of a former student.

This advisory committee has scheduled meetings three times a year. When an unscheduled meeting becomes necessary, Mrs. Koonce calls the members by telephone.

Curriculum Description

The teacher in this program, Mrs. Johnise Koonce, utilizes the Consumer Education Specialized Course Objectives and Materials from Texas. Consumer Education and Management is offered to grades 10 - 12 and no prerequisite is required. The major objectives included in the course are as follows.

The student will be able to:

001. Describe the basic components of the United States economic system.

002. Analyze the interacting roles of the consumer, business, and government.

003. Relate basic consumer rights and responsibilities to consumer behaviors.

004. Analyze factors affecting consumers.

005. Analyze sources, costs, and uses of consumer credit.

006. Describe types of banking services available to consumers.

007. Describe the effect of credit rating on consumers.

008. Compare potential risks and gains in various savings and investment plans.

009. Analyze types of insurance for individual/family protection.

010. Interpret how to use financial planning for the attainment of individual and/or family goals.

011. Describe consumer services available through financial agencies and institutions.

012. Evaluate sources and types of consumer information for the acquisition and use of goods and services.

013. Assess the effects of the use of resources on both individual and/or familial needs and societal needs.

014. Demonstrate management of financial resources to provide for needed living expenses.

015. Describe processes involved in management of resources to fulfill homemaking responsibilities.

016. Demonstrate management practices in selected homemaking responsibilities.

017. Explore future career opportunities in consumer fields in respect to individual and/or family resources.

Curriculum Orientation Survey

On the Curriculum Orientation Survey, Mrs. Koonce selected the following as major objectives in her teaching.

The student will be able to:

-- Analyze the results of consumer behavior in relation to intended goals.

-- Analyze financial management practices of the family in relation to the stages of the family life cycle.

-- Assess the resources available for meeting personal and family food needs.

-- Propose methods of creating, conserving, and substituting resources.

-- Interpret the process of self-development through which an individual develops a set of values which are important criteria for decision making.

-- Comprehend the importance of self-understanding in interpersonal relationships.

-- Describe the rights and responsibilities of both consumer and producer.

-- Evaluate the changes in today's society that have an impact on the family's management practices.

-- Appraise clothing choices in terms of social, cultural, political, and psychological factors.

-- Identify different options available for meeting housing needs.

-- Describe the decision-making process.

-- Identify some basic needs common to all individuals.

-- Assess decision-making process as it operates in selecting a life-style from among a variety of alternatives.

-- Analyze the relationship of finances to marital happiness.

-- Explain ways in which organization can make management more effective.

-- Describe ways in which management of resources increases satisfaction in establishing a chosen life-style.

-- Explain the relationship of human values to a quality of life.

Leadership opportunities for students are provided through the FHA/HERO chapter as well as classroom group projects.

The Teacher in the Program

The instructor in this classroom is female, Caucasian, and 42 years old. Mrs. Johnise Koonce has had 20 years of experience; 16 years have been spent teaching in this program.

Mrs. Koonce is from a rural farming area, similar to the area her students are from, and has high-school-age children of her own.

Mrs. Koonce has just completed a Master's degree in home economics education. She is involved in many education-related workshops, etc. For example, Mrs. Koonce participated in the Consumer Education Curriculum planning committee which recently met for two days in Greenville, North Carolina.

In and out of the classroom her behavior is of professional quality. According to all interviews with teachers and members of the community, Mrs. Koonce is a well-respected faculty member at Jones Senior High School.

Facilities

The home economics classroom used to teach consumer education measures 42 ft. 6 in. x 24 ft. 10 in. The room features two storage closets, and base cabinets line one wall. Several bookshelves are located in the room.

Equipment includes an overhead projector, a 16-mm film projector, a filmstrip projector, and a cassette player/recorder. Other equipment is available from the library and may be checked out by the instructor.

A large number of filmstrips are located in the classroom. A good selection of up-to-date textbooks as well as resource materials are used in the program. Reading levels are appropriate for most students. The two primary texts used by the students are You the Consumer and You Are A Consumer. Additional supplies are adequate. All materials in use are culturally diverse, show little or no sexual bias, and special populations are represented to some extent.

These resources have been acquired through purchase orders and through the donations of local businesses.

Teacher Facilitation of Self-Direction

Mrs. Koonce wants her students to be self-directed. Groups are encouraged to work independently to encourage freedom of individual participation. She helps students learn how to relate their ideas and invites students to express these ideas in the classroom. Furthermore, students are permitted to form their own groups for class projects according to individual preferences.

Mrs. Koonce uses individual conferences with students to help them identify personal goals, evaluate progress, and plan future work. Students are encouraged to evaluate classwork according to criteria they develop. They are motivated to attempt advanced steps in their work as they are ready to do so. Mrs. Koonce helps students plan for using released classroom time to conduct independent research related to their goals. She also helps students use available learning materials and to search for other possible community resources.

She works with students to develop possible solutions to classroom behavior problems. Students are asked to think of alternate solutions to their problems and are advised to consider all solutions to problems for which they can gather evidence before attempting to draw conclusions.

Students

Thirteen students are enrolled in the Consumer Education class at Jones Senior High School. Ten of these students are female; the remaining three are black males. Four of the females are white. Two students are handicapped. Two students are academically disadvantaged; one is socioeconomically disadvantaged. Two of the students are school-age parents.

Student interviews as well as instrument evaluation suggested that these students are very interested in home economics. They stated that home economics will help them in the area of family life and that they can do well in home economics. Approximately half of the students feel that home economics should be required. Five students were neutral, while five others feel that home economics should not be required for everyone. However, the majority of students feel that home economics should be taught in elementary, junior high, and senior high schools.

Home economics was rated as important as other major subjects by this group of students. Each student recognized the importance of good nutrition, using money wisely, family happiness, good parenting, wise decision making, understanding oneself, and improving oneself. Furthermore, the class feels that males as well as females should know about these subjects. Home economics class was identified as a good place to learn the things mentioned above. Several students did come up with alternative places for this learning to take place. These included: health class, parents, 4-H Club, other outside clubs, and actual experiences in the real world.

Classroom Environment

The "Class Environment" instrument was completed by the Consumer Education students. The majority indicated that the class has certain goals to work towards and the goal of each lesson is identified. They also say that the class works toward specific objectives.

Students reported that usually classroom decisions are made by everyone: a group effort. However, approximately 40% of the students indicated they did not agree that class members should help in deciding class rules.

Eighty percent of the class disagreed with the statement "There are rules for everything in this class." However, students stated that guidelines must be followed, and approval must be given before one can do things in this class.

Students do care what happens in class. They are interested in this course as well as interested in what their classmates do. Most students feel that everyone gets along well in the class and enjoys working together. However, up to 40% disagreed with these statements.

Observations of the Consumer Education class yielded information very similar to that found through the various instruments. The class as a whole works well together and students appear interested. The students respond well to each other. There seems to be no sexual or racial prejudice shown by the students or teacher. All students appeared to understand the information. However, the disadvantaged students had a harder time than was observable. This was later discovered through questioning in the student interviews. Students exhibited no real competitive traits during my observations.

Mrs. Koonce uses a variety of teaching techniques. Students seem to enjoy group projects, and do well with these. There was no evidence during observation that students provided input into what was being done in class. Students did appear to know what the class objectives were, and appeared to be working toward them.

Students' Estimate of Teacher Concern

The students feel that it does matter to Mrs. Koonce whether they are happy or unhappy. The majority stated that she makes them feel that what they do and say is important, and that she wants to know them better. The students feel that Mrs. Koonce thinks one student is as important as the next. Also, they feel they receive as much attention as the other students get. Mrs. Koonce is friendly to all the students. Furthermore, Mrs. Koonce knows how to help students express things they don't know how to say.

Only one student does not feel at ease and comfortable when he/she talks to Mrs. Koonce. However, less than half feel they can talk with her about their problems. Even so, 75% stated that this teacher has done something to help them solve their own problems. Also, these students feel that Mrs. Koonce has helped them see more clearly what some of their problems are. All except two students said that Mrs. Koonce thinks their problems are just as important as those of other students in the class. Approximately half of those surveyed will want to talk over problems with Mrs. Koonce when they are not in the course. Furthermore, the same number feel they can talk things over with this teacher even when their problems are not related to class. Seventy-five percent of the students feel that Mrs. Koonce would help them if they got into any kind of trouble.

The majority of students stated that Mrs. Koonce has tried to help them become a better person, as well as a better leader. Also, she has helped them to understand themselves better. Furthermore, Mrs. Koonce knows what the students can and cannot do. Seventy-five percent stated that this teacher has helped them to think and say what they feel is right.

The students think that Mrs. Koonce has tried to help them feel more at ease in social situations. Also, she has helped them to work easily and happily with all kinds of classmates. All students except one feel that this teacher has helped them to learn ways to become a better family member.

Seventy-five percent of the Consumer Education students stated that Mrs. Koonce has shown them ways of doing things so they have more fun doing them. Also, every student said that she helps them look for answers to some of their questions so that they learn more than if they were told the answers. Only one student disagreed with the statement "this teacher knows how to help you so that you don't mind being helped." Furthermore, the students feel that Mrs. Koonce would be willing to help them get a job. All students reaffirmed these answers when interviewed by this evaluator.

Support Personnel

The faculty interviewed varied extremely in their knowledge of the Home Economics Program. Female teachers were more aware of the purposes of the Consumer Education Course. All teachers interviewed stated that they believe the Home Economics Program at Jones Senior High is very effective. Two teachers, interviewed separately, stated that Consumer Education should probably be required for all students. The five other teachers felt that the course should remain optional.

Parents

Of 13 Parent Survey Instruments, six were returned to school by the students. These instruments revealed that most parents had more than one child who had taken home economics. Five parents felt that the Home Economics Program at Jones Senior was very successful. One parent was uncertain. Success was on all counts attributed to the teacher. One parent felt that the students have also contributed to the success of the program. A parent with five children who had had home economics courses was the only parent with a son or daughter employed in a home economics-related position.

All parents responding to the evaluation had good attitudes towards home economics. These parents felt that home economics was an important subject. Only one disagreed with the statement "Home Economics has contributed to my son's or daughter's personal development." All the parents agreed that home economics included a range of topics besides cooking and sewing, and that home economics was appropriate to both men and women. It was agreed that content covered in home economics is useful now and also in the future. All responding parents felt that home economics has contributed to their child's ability to manage resources and make decisions. One parent did not feel that home economics has very much to offer young people. However, all parents felt that home economics should be required for all students. Two parents noted that they took home economics in school. The others stated that they wished they had. All parents agreed that home economics will help their son or daughter to be a good parent. These parents also agreed that home economics can provide nutrition education for people.

Summary and Conclusions

The Consumer Education and Management class at Jones Senior High School appears to provide an excellent learning environment. The students are excited about the course. All evaluations, instruments, and interviews indicated the same. School faculty are supportive of the program. Parents recognize the contribution of home economics to their sons' and daughters' development.

VOCATIONAL HOME ECONOMICS PROGRAM: RURAL AREA

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The School and the Community

Mount Ayr High School is centrally located within the Mount Ayr Community School District in Ringgold County, Iowa. The community of Mount Ayr, which has a population of 1762, is the construction site for new elementary and high school buildings due to be completed in the fall of 1980.

In 1979 high school enrollment was 275; it will fall to 255 in the fall of 1980 as an exceptionally small class of freshmen enters. However, a leveling off at about sixty students per class is projected for the next five years. The total district enrollment is 792 students, 68 percent of which are transported to and from school over a total of 1092 miles per day.

In addition to the new elementary and high school buildings, three new buildings have recently been built in the downtown business area, and store fronts have been added to other businesses. Street paving began in 1979, and in a recent copy of the newspaper it was reported that funds were requested for a tennis court to be built at the local park.

Small businesses and farming are the main means of support within the school district though two small manufacturing companies also employ a few people. Due to the fact that a number of families within the district have low socioeconomic status and live on social security or social welfare payments, the district receives federal funds made available under Public Law 94-482 for consumer and homemaking programs in economically depressed areas.

Statement of Philosophy

The philosophy of the vocational homemaking program at Mount Ayr Community High School is founded on the goal of maximizing human development and improving the quality of life for all persons within an everchanging society and with concern for conserving all human and nonhuman resources possible. Focus is brought to bear on skills and knowledge for living, surviving, growth, coping, and understanding all that life contains. This is relevant in a student-centered curriculum which emphasizes meeting individual students' needs.

The statement of objectives, written in 1973, was revised in 1980 and guides the department today.

Strengthen and develop effective personal and family living by:

1. encouraging values which give meaning to personal, family, and community living; selecting goals appropriate to these values.
2. creating a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family life cycle.
3. achieving good interpersonal relationships within the home and within the community and coping with crises constructively.
4. nurturing the young and caring for the elderly in fostering their physical, mental, and social growth and development.
5. providing experiences for development of a positive self-concept, and the opportunity to grow intellectually, emotionally, socially, and philosophically, especially within the family.
6. making and carrying out intelligent decisions regarding the use of personal, family, and community resources.
7. planning consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family.
8. establishing long-range goals for financial security and working toward their achievement.
9. purchasing consumer goods and services appropriate to an overall consumption plan and wise use of economic resources.
10. enriching personal and family life through the arts and humanities and through refreshing and creative use of leisure.
11. performing the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.
12. taking an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families.

13. developing mutual understanding and appreciation of differing cultures and ways of life, and cooperating with people of other cultures who are striving to raise levels of living.

Curriculum

The vocational homemaking program at Mount Ayr Community High School consists of course offerings from 8 through 12, an adult education program, and a FHA/HERO program. The department averages an enrollment in home economics classes each year of about one-third of the total high school enrollment. Courses in home economics are elective for boys and girls in high school. An exploratory class for 8th grade is also elective on a semester basis.

The course offerings are listed as follows: Junior High Exploratory, one semester; Comprehensive Home Economics I, one year; Comprehensive Home Economics II, one year; Advanced Child Development, one semester; Housing and Home Management, one semester; Advanced Food and Nutrition, one semester; Advanced Clothing, one semester; Independent Living, one semester; Courtship and Marriage, one semester.

Four of the semester courses are available to students on a yearly rotational system so that it is possible for a student to enroll in four years of home economics. The four courses which are rotational are: Advanced Child Development, Housing and Home Management, Advanced Foods and Nutrition, and Advanced Clothing. Consumer education is a major thread woven through all of these course offerings. The one semester each of Independent Living and Courtship and Marriage is offered yearly.

The adult education program is a part of the outreach program as described in federal vocational legislation for consumer and homemaking education. The advisory council, working with the home economics instructor, evaluates and determines needs in the community. Two classes were planned for the fall of 1979. One class was a four-night series on "Microwave Cookery," meeting two-and-one-half hours per night at the high school. The class took a limited enrollment of sixteen people and turned down others who wanted to enroll. A second class was held titled "Your Money's Worth in Foods." This class met one night for two hours at the community center.

The FHA/HERO chapter is composed of high school members in grades 9 through 12, who are either presently enrolled or have been enrolled in home economics. Membership varies between fifty to sixty students, half of whom are currently taking home economics classes. Impact and Encounter allow opportunities for members to plan and carry out group and individual projects. One class, for example, planned a business venture selling apple pies. Students precosted the pies, determined profit needed after expense, and set a price on the pies. As with a business, the class divided into various responsibilities concerned with management and sales, and assembly-line production.

The activities of FHA/HERO focus upon the goals of the organization and the intent of the consumer and homemaking legislation. Attention is given to groups with special needs such as the handicapped, elderly, culturally and economically disadvantaged, and the young.

Facilities/Resources

Presently, the 1936 building contains two rooms formerly used as the home economics rooms. In 1978, when the 1914 section of the building was condemned, the textiles and clothing room was converted to a social studies classroom, leaving a one-room department at the time of this study.

New equipment in the department includes that which is used primarily in the areas of food preparation and clothing construction. Equipment needed to replace or update the department is: microwave oven, tables and chairs, ranges, and small electrical equipment.

Community resources support the home economics program by providing demonstrators, media, speakers, and field trips. Cooperating businesses or agencies include Day Care, Big Bird Nursery, Head Start, furniture stores, grocery stores, hair dressers, social services, light company, and others.

Green Valley Area Education Agency provides services to all the schools in eight countries including Ringgold County in South Central Iowa. This is one of sixteen area education agencies in Iowa which replaces former county boards of education. Services to the school include professional personnel such as speech therapists and psychological evaluators. Funds are pooled to provide resources such as filmstrips, films, videotapes, and teacher references.

Occupancy in the new high school building is planned for the fall of 1980, and the home economics department is to include laboratories for food preparation, textiles and clothing, laundry, efficiency apartment, and space for child development, family living, and consumer education.

Teacher

Haim Ginott wrote about his philosophy as a teacher in the preface of his book, Teacher and Child (1972), and said:

> I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate

> or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized. (pp. 15-16)

The teacher in this consumer and homemaking program shares some of her personal philosophy with the above author. She does not feel that she has any unique skills, which would set her apart from others, but rather has assembled skills from twelve years of teaching, eleven of which have been in the Mount Ayr Community home economics department.

She grew up in a small town of approximately the same size as Mount Ayr, 26 miles east of the community in which she teaches. She now lives on a small farm and commutes the 26 miles per day to work. Her background and experiences would be very similar to her students who also live in a small town or on farms. She and her husband have three children: ages 20, 18, and 16 years.

The teacher in this program holds a B.S. and M.S. from Iowa State University in Ames, and belongs to several professional organizations including: National Education Association, Iowa State Education Association, Mount Ayr Education Association, American Home Economics Association, American Vocational Association, Iowa Vocational Home Economics Teachers, and others. She became an Honorary Member of the Iowa Association of FHA/HERO in the spring of 1980.

Two individuals, a business teacher and a former home economics teacher, observed the instructor working with classes. Later, in each case, the instructor left the room so that the observer could speak freely with students.

The former home economics teacher observed a Courtship and Marriage class, composed of senior boys and girls. The instructor working with students to develop the concept, parenthood, provided an attitudinal instrument with agree or disagree statements. Students reacted to the statements prior to a discussion. Within their circular discussion group, students shared, if they wanted, attitudes and reasons for their opinions. The observer reported that the majority of the students were "responsive to each other and to the instructor." In questioning the class, students felt that they worked well together and were free to question the instructor and each other. Where questions had direct answers, students seemed "curious to know the facts." This interest in the subject matter provided self-motivation as students were "here because they wanted to be."

The observer stated that goals and objectives were evident within the class and that "students could see how each class tied together." Opportunities for students to contribute in planning and evaluating the class provided a democratic atmosphere. Students indicated that they were allowed to work at their own individual pace and that they felt no competition among classmates.

A second observation was made by the business teacher, who observed a class of 14- and 15-year-old freshmen enrolled in Home Economics I. The class assignment had been that of preparing a certain room of the home for decorating and color coordination. Using a diagram illustration, provided by the teacher, each student had gathered samples of wall treatments, carpet or floor coverings, upholstery samples, and curtains. At this class period the students were to present to the rest of the class, orally, what they had done. Each student seemed to take a high interest and pride in what they had prepared. They knew what was expected and seemed to have had directions and information to complete the assignment. When asked if they enjoyed working on the designs, the answer was "both enjoyable and interesting." Motivation and responsiveness both ranked high. Motivation, not only in the sense of "getting the job done," but also in that they enjoyed the task which created an atmosphere conducive to learning. Following the presentation there was a question-and-answer period during which students responded very easily and openly to suggestions and directions from their instructor. A democratic atmosphere revealed itself when students seemed at ease asking questions and received equal and fair treatment. An atmosphere of polite consideration between teacher and pupils and among students themselves prevailed. Competition existed, but it was more of the friendly try-to-do-your-best attitude of self-improvement, using yourself as the marker. The class seemed to be cohesive in that healthy types of relationships existed among class members.

Since teacher-student interaction is of importance, the teacher was administered an inventory, entitled Teacher Facilitation of Self-Direction, composed of statements which describe ways teachers interact with students. Thirty statements were read and a choice was made by the teacher from a key composed of four possible answers. Answers ranged from "I am very likely to work this way with students" to "I am not at all likely to work this way with students." The scores ranged from a low of +30 to a high of +120 with the higher score denoting a teacher who facilitates self-direction in students. This teacher scored +100, favoring facilitation of self-direction in students.

A second test, Curriculum Orientation Survey, was completed by the teacher. Scores were made by responding to sixty statements with a choice of reactions to the statements ranging from "This is not an objective in my teaching" to "This is a major objective in my teaching." Scores were grouped into nine subscales representing two different areas of curriculum emphasis: subject matter and content.

The subject matter emphasis subscales were: human development and the family, home management and family economics, food and nutrition, textiles and clothing, and housing. Subscales in the area of content emphasis were: information, human development and interpersonal relationship, management, and values.

An individual's raw score on a given subscale was the sum of the responses to the items on that subscale. A score for each subscale was determined by weighing and summing the teacher's responses: A=1, B=2, C=3, D=4. Each subject matter scale had 12 items, and possible scores ranged from 12 (no emphasis) to 48 (major emphasis). Content emphasis was defined by four subscales including 15 items. Possible scores ranged from 15 (no emphasis) to 60 (major emphasis).

The teacher's scores ranged from a high of +47 on the subscale, food and nutrition, to a low of +40 on the subscale, housing. The mean for the five subscales was +43 indicating that the subject matter represented by the subscales are of major emphasis in teaching.

Scores on the content emphasis subscales ranged from a high of +59 on the subscale, management, to a low of +54 on the subscale, information. The four subscales had a mean score of +56. Thus, subscales representing content emphasis were of major importance in this curriculum.

Students

Just as a school building lacks purpose without the children in it, the home economics program cannot be fully described without a close examination of the young men and women who comprise it. Commonalities shared by these young people include a small town or rural background and an interest in home economics.

Two groups of students were chosen as representative for this case study: students presently enrolled and graduates of the home economics program. Of those presently enrolled students, two classes in home economics were selected to represent the enrollment: one class of freshmen taking Home Economics I and one class of seniors taking Courtship and Marriage. Age ranges include 14- to 15-year-olds and 17- to 18-year-olds for the two classes, respectively.

Education seems to rank high with those graduates who were interviewed, as seven of the eight students were seeking higher education: girls ranging in age from approximately 18 through 22 were all single but one, who was married and mother of a son. Two of the girls plan to be married soon.

Home Economics I

The Home Economics I enrollment consisted of two sections of classes with a total of 27 girls. The morning section of Home Economics I, selected for this study, included twelve students. One student, a 17-year-old foreign exchange student, did not take part in the tests, nor did a student who is mainstreaming the class.

Ten students in the Home Economics I class responded to sixteen items on the What Do You Think About Home Economics attitude scale by indicating whether they agree or disagree with the statements. Possible scores ranged from +16 to +80 with the higher score showing a more favorable attitude toward home economics. Respondents' scores had a mean of +70, indicating a favorable attitude toward home economics. Students were most highly favorable to the need to learn to manage money wisely. They also were in favor of learning to get along with their families, learning about themselves and their personality, and having home economics help them in the area of family life.

A home economics education achievement test was given consisting of forty multiple-choice questions dealing with four selected areas: Food and Nutrition, Textiles and Clothing, Child Development and Parenting, and Consumer Education. The scores ranged from +16 to a high of +36. The mean score for the class was +29 out of a possible high of +39. However, one student who missed twenty-three questions on the achievement test was receiving help through Special Education. Without her score the range would have been +25 to +36 with a class mean score of +32.

Courtship and Marriage

The Courtship and Marriage class included nine senior boys and seven senior girls. All of the boys had been enrolled in one semester of Independent Living. One girl had had no previous home economics class while six of the girls had had from one-and-one-half years, including junior high, up to three-and-one-half years.

The achievement test given to the Home Economics I students was also given to the Courtship and Marriage class. Fourteen tests were collected with a mean score of +30 and a range of +25 (low score) to +35 (high score).

Summary of Students Presently Enrolled

Students enrolled in the Home Economics I class indicated a favorable attitude towards home economics. They were most highly favorable to the need to learn to manage money wisely and to get along with their families. Both Home Economics I and Courtship and Marriage students achieved a minimum competency of 75 percent on the achievement test, when the special education student's score was disregarded.

Students currently enrolled in two classes, Courtship and Marriage and Home Economics I, were administered an attitude test entitled Students' Estimate of Teacher Concern--Form B. Thirty questions were given anonymously with Yes or No answers to be circled. Total high score possible would have been +60 indicating a greater concern for students on the part of the teacher, while a total negative score would have been +30. The mean score for the class of freshmen was +55, with a range of +49 to +60. Fourteen of the

Courtship and Marriage students responded to the same device with a mean score of +54 and a range of +41 to +60. Respondents' positive scores on both classes indicated they felt a concern for students on the part of the teacher.

An attitude test, Class Environment, was responded to by the Courtship and Marriage students by agreement or disagreement to twenty-one statements. Items were scored in five subscales: goal direction, interested, informal, cohesiveness, and democracy. Scores in all subscales ranged from a possible +4 to +16, except the subscale, interested, which had a range possible of +5 to +20. A high score was more favorable in each case. Means were calculated for each subscale and the results indicated a favorable score toward the class being more goal directed (+12.5), more interested (+16), more cohesive (+13), and more democratic (+13). One subscale, informal, had a mean score of +10 with a possible range of +4 to +16, indicating that students do not perceive the teacher as informal, which was consistent with the superintendent's opinion.

Graduates

Weighed in the balance, a consumer and homemaking program may find a goodly portion of its measure of success in the lives of those young people who have graduated. Upon interviewing eight graduates, four of whom were out of high school one year and four for three years, it was learned that seven of the eight were attending colleges for additional education. One of the eight students plans to graduate next year as a home economics teacher, while another student plans to graduate at the same time with a major in institutional management. One student was majoring in learning disabilities in elementary education; three students were majoring in psychology; and one student was taking a two-year program in child development. One former student was a full-time homemaker.

All three of the psychology majors were interested in psychology as it relates to children. When asked if their current educational pursuit related to training in high school, replies were given such as, "It's like child psychology and I've thought about being an elementary counselor," and "I want to work with children who are emotionally disturbed." The third psychology major said she was majoring in psychology because she had become interested in it in child development in high school.

The young mother caring for a family reported the home economics class as being outstanding in teaching homemaking skills and knowledge which were of utmost importance. She mentioned regret that she had failed to take more child development.

When graduates were asked how the home economics program has helped them, two replies came in the area of career choice, specifically, while the other six discussed the practical aspects of home economics in their lives. When the eight graduates were asked if home economics had been more or less helpful than other courses taken in high school, students were in agreement that home economics was "more helpful." Focus was on the practicality of home economics in everyday living. Students also frequently mentioned that home economics had been a big factor in preparing them for college courses. One student said that she does a lot of the same things in college that she had done in high school and that she can look back and remember.

Two former students were State Future Homemakers of America/HERO officers and one student moved to another community shortly before she was to run for State Office. She went on to become a State Vice President in FHA/HERO that year. Several other students have been on the ballot for State Office but have lost. At least one student from this chapter has attended the National FHA/HERO meetings each year for the past ten years with the exception of one year.

Support Personnel

An endorsement of the program's attainment was tendered by the faculty and administration. The superintendent felt that program success was due to a dedicated and very competent instructor, while the vocational agriculture teacher added that the instructor, the students, the people in the community, and the administration all contributed to success, with the instructor as the number one factor. The guidance counselor said that the teacher's interest in students and her program were keys to the program's effectiveness.

A former school board member commented on the teacher and the program when he said program success could be attributed to a teacher who keeps current and is innovative, and he felt this was being done by relating to youth in a meaningful way.

The superintendent, when interviewed, felt that the school had a very good program. The strongest comments made by the superintendent came in the area of the need for modern up-to-date equipment for student instruction, and the lack of federal money needed for support of vocational homemaking programs. He said, "Because the scope has broadened [referring to the two-year area vocational schools], the funds for home economics at the federal and state government levels has taken a lower priority. More emphasis should be made in the 80's than has been made." When asked to describe the home economics program, he said, "We feel that our program is one of the best and improving all of the time. A big percentage of students are taking part in the program." He stated that the program offers more than just cooking and sewing and that students are learning the basics. The superintendent and the principal agreed that the program is best advertised to students via the curriculum guide, the instructor, FHA/HERO, and by students.

Parents

Ten parents, nine mothers and one father, of students enrolled in Courtship and Marriage and Home Economics I classes were questioned about the home economics program. Of the ten parents questioned, ten daughters and four sons had been enrolled or were presently enrolled in home economics coursework. The years in which offspring of these parents had been enrolled in home economics ranged from 1962 to present, 1980. Fourteen children of these ten parents had taken a total of 34 years of home economics, or a mean of 2.4 years for the group.

When parents were asked how they viewed the success of the program, answers reflected a positive image of home economics. One parent stated, "We felt that it was thought-provoking and that she had gained from the class . . . several down-to-earth things that will be useful. Home economics is beneficial to everyday living." This mother added that the effects of this particular program could be attributed to the teacher, students, and others. She felt that students in classes provoke good conversation and that good outside resources helped her daughter in Courtship and Marriage. Although her daughter had not yet settled upon a career, she seemed to have an interest in elementary education. She thought home economics was definitely helpful both in the career her daughter might pursue and in the present summer job.

One mother had two sons, one presently enrolled in the home economics program. As to her view of the success of this program she said, "The boys really gained from this program. They learned a lot of the essentials necessary in making their own way." She felt that the teacher was the main person presenting materials and, therefore, attributed the effects of this program to the teacher and a supportive administration. She said that her sons had not had any jobs related to home economics up to the present, but that knowledge and skills learned were more toward personal use. The older son is using skills while living at college.

Some of the comments from parents as to the success of the home economics program were: "very successful," "good experience," "our children have done very well," and "a very good home economics program in our school."

Six of the parents stated that babysitting accounted for the jobs which their children had had relating to home economics. One parent stated that she felt home economics had helped her daughter learn to cope with small children.

Parents were asked to respond to two instruments. One, entitled Parents' Attitudes Toward Home Economics, included twelve statements about home economics. Parents responded to statements with agreement or disagreement with the exception of number nine. Statement number nine said, "I wish I had taken home economics in high school." Nine parents answered by saying "I did" while one parent said "Agree." Therefore, omitting a score range of +11 to +44 was possible with the higher score meaning a higher positive attitude. Ten tests were scored and the mean score was +37 denoting a high positive attitude toward home economics.

Parents were also asked to respond to a test entitled Parents' Perceptions of Concepts Emphasized in Home Economics Programs. Parents responded to two columns: Ought to be Included and Your Perception is Taught. Responses were Yes, No, or Uncertain. Twenty-two concepts in home economics were reacted to and parents thought all should be taught with the exception of sex education. Seven of the ten parents felt it ought to be included, two said "no," and one was uncertain. Parents answered Your Perception is Taught with the fewest Yes's, thus less perception of what is being taught, in the areas of Sex Education, Values/Moral Education, Household Equipment, Families in Different Cultures, and Environmental Factors Affecting the Family. Parents seem to have positive perceptions of what is being taught in home economics, more "yes's," in the areas of Nutrition, Health, Food Preparation, Meal Planning, Child Development, and Clothing Construction.

Responsiveness of Community Advisory Committee, Community Members, Business and Industry

Several individuals were questioned as to the effectiveness of home economics programs. The advisory committee member felt that needs of the community were being met by the program and gave an example when she said that the advisory committee makes suggestions each year as to the adult education classes to be held. After suggestions have been made, a class is selected that committee members feel will interest the most people.

Students are being taught to be concerned about people other than themselves she said and described child development students visiting the day care center and nursery schools, and Headstart, as examples. If students and parents took part in the home economics program through classwork or adult education classes, it would help them to become more rounded individuals and better citizens of the community.

They felt that the major accomplishment of the program had been the great interest shown by the youth in the program. Several going into home economics as a profession and the FHA/HERO program were areas where they felt the interest was most evident.

CONSUMER AND HOMEMAKING IMPACT PROGRAM

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Introduction

This case study describes a Consumer and Homemaking Impact Program for seventh-grade students at Stewart School, Oxford, Ohio. Classroom visitations; interviews with teachers, administrators, students, and parents; results of rating scales and surveys; and examination of curriculum materials were used to gather information about this program. Names of students and parents have been altered to safeguard the privacy of case study participants.

Impact Home Economics was created in Ohio in January 1969 as an attempt to reach disadvantaged youth in Ohio's major cities. The seven pilot programs in 1969 have grown to 125 programs in both rural and urban setting.

Impact Home Economics programs assist disadvantaged junior high youth to develop positive self-images; to make better adjustments to home, school, and community; and to improve the quality of their family life and environment. Impact students may be drop-out prone with identified problems, such as low self-concept, poor communication skills, and/or poor social skills. By design, the Impact teacher is working with a diversity of students who need to feel they are valuable human beings. The curriculum provides activities to improve self-concept; to develop basic consumer homemaking knowledge and skills; and to provide career education.

A distinguishing feature of the Impact Home Economics program is the time provided for the development of parent-student-teacher relationships. Impact teachers spend at least one-third of the school day with direct home and student contact through home visitations and student conferences. The parents of Impact students are encouraged to become involved in classroom learning experiences as a means of strengthening the home and school ties as well as improving the parent-student-teacher relationships.

The reader of this case study might get the best introduction to or "taste" of the Impact program by "witnessing" the following scenes.

> A teacher checks her class roster for absentees. She telephones each student that is absent to determine the nature

of the absence, she encourages a quick return to school reminding the student of a particularly interesting activity to occur tomorrow, and she offers to get school work to the student.

Mathematics is being taught in the foods lab. Fractions, division, decimals, and the metric system are part of what takes place in the food and nutrition curriculum as students experience unit pricing, measuring, cost per serving, and percentages of RDA (Recommended Dietary Allowances). Most exciting of all--the students can eat their problems!

Seventh-grade students walk with their teacher to the public library to browse through and select books for preschoolers. . . . Yes, you're right! They are reading and enjoying these books for their own sakes as much as for the preschoolers. Some of these seventh graders are classified as "non-readers."

Seventh graders anxiously peer from the school bus windows as the bus moves into the parking lot of the local preschool. Suddenly shouts of "There's Sarah!," "Oh, look there's Jimmy--he's at the front of the line," and "Look at that T-shirt Noah has on!" The seventh graders get off the bus each moving to a preschooler. Hand-in-hand the preschoolers and seventh graders board the bus in pairs to travel to a local park for a brief outing. These preschoolers will enter kindergarten next fall and their seventh-grade "big sibs" are demonstrating proper school bus safety and thereby assisting with the awesome experience of the first school bus ride. The seventh graders guide their "little sibs" in play at the park and share a brief snack before the return bus trip to the preschool.

Curriculum and Program Description

History

During the summer of 1978, Ms. Virginia Hogan was enrolled in a course called "Trends in Home Economics" at Miami University, Oxford, Ohio. One of the trends and updated aspects of Vocational Home Economics that was discussed in this class was the Vocational Home Economics Consumer and Homemaking Impact Program. Ms. Hogan, at that time an EMR teacher at Stewart School, thought that the Impact program might be able to meet some of the special needs of students at Stewart School. Of particular concern to Ms. Hogan was a growing number of students who displayed evident adjustment difficulty. Student difficulties seemed to stem from low self-esteem and poor communication and/or social skills and often manifested themselves in high school absenteeism and low academic performance.[1] Also of concern were the increasing number of students experiencing child abuse and stressful divorce and separation situations.

Faculty members at Stewart School had for some time been concerned about these students, and the knowledge of the Impact program brought this concern to the fore. Consultations were held with Mr. Kley, principal; Ms. Archibald, County Curriculum Coordinator; Mrs. Plank, eighth-grade home economics teacher; Mr. Estes, guidance counselor; Mr. Hildreth, superintendent of schools; and Ms. Hogan. Faculty members of the schools with sixth graders who metriculate into Stewart School were consulted.

These sessions led to an inquiry with the State Vocational Home Economics Supervisor for the Oxford area. The Supervisor clarified program requirements and suggested methods for selection of students. Further conferences were held leading to the process of applying for vocational education reimbursement for the program. As soon as official notification for funding was received, the program went into operation. Classes began in September of 1979.[2]

It should be made clear that there is no evidence that Stewart School has a population with special needs to a greater degree than other junior high schools. It appears that Stewart is typical of schools of its size and demographic characteristics. It is to the credit of Stewart School's faculty that while other schools may deplore the situation of their students with special needs, this faculty set about implementing a program to respond to these special needs.

Program Description

Impact Home Economics at Stewart School is a consumer homemaking program designed for seventh grade to service students with special needs who demonstrate one or more of the following characteristics:

1. Low-level reading ability.
2. Limited formal vocabulary and poor speech construction and diction.
3. Relative slowness in performing intellectual tasks.
4. Poor health and poor health habits.
5. An anti-intellectual attitude.

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[1] Not all of these students had academic problems. Rather, a wide range of academic abilities was included among those students who were of concern to the faculty.

[2] Since the Impact program was instigated in the 1979-80 school year, no records of long-term results will be available. All assessments and evaluation must be evidenced within this school year.

6. Indifference to responsibility.
7. Nonpurposeful activity, much of which is disruptive.
8. Limited experiences of the sort schools assume more of their students have had with their families; for instance, contact with social, cultural, and governmental institutions.
9. A failure syndrome, resulting from apathy and lack of self-confidence.

The curriculum is twofold: first, improving the student's self-concept, and second, developing basic consumer and homemaking concepts and skills, with emphasis on the dual role of homemaker and wage-earner. The curriculum is student-centered and is structured around key concepts of successful living. The program utilizes a variety of learning strategies including critical thinking/problem-solving activities. Students participate in exercises to develop goals determined through values clarification experiences.

In addition to achieving the skills and concepts (presented forthwith) the student will develop an I.E.E. (Individualized Extended Experience) which extends and reinforces classroom learning beyond the school environment. Weekly student-teacher conferences provide help and guidance to Impact students for individual problems, classwork, or I.E.E.'s. Home visits orientate parents to the program, involve them in program planning, and utilize their help in achieving Impact goals. The Impact teacher is assured of one-third of the school day to be devoted to home and student contact through home visitations and student conferences.

Curriculum Description

Intended Learning Outcomes

The student will be able to:

1. Identify personal values, set goals, and apply the decision-making process to achieve goals or plan for change.
2. Identify attributes of a well-groomed, healthy person and demonstrate the ability to groom self and care for the physical needs of self.
3. Identify the responsibilities and changing (Title 9) role of family members while contributing to the improvement of home life. Explore the personal and group crises shared and worked through during the family cycle as they relate to the student in his/her junior high years.
4. Explain why the study of child growth and development is important and demonstrate the proper nurture and care of young children.
5. Explain why the study of aging is important in understanding the needs of grandmother/grandfather, etc. and helping to provide for those needs.
6. Explain why the study of temporary or permanent handicapping conditions is important in helping us become aware of our

social responsibilities, and in responding to needs in our community or family.

7. Recognize and relate the basic principles of foods, nutrition, and health.
8. Demonstrate basic skills of food purchase, storage, preparation, and serving specified recipes, meals, and snack foods.
9. Explain and demonstrate essential skills related to clothing selection, construction, and care.
10. Identify the basic elements of the economic system while describing and relating decision making, personal goals, and values to consumer rights and responsibilities.
11. Demonstrate the care of personal dwelling and analyze home improvement and safety needs.
12. Analyze personal skills and types of jobs requiring those skills, while demonstrating communication skills and other factors needed to become employable.

Attitudes and Values to be Emphasized

1. Human dignity, self-esteem, and self-confidence.
2. Appreciating success, learning from failure, dealing constructively with reality, and willingness, support, and motivation to improve self and one's situation.
3. Desire to achieve patterns of success.
4. Trust in others and self.
5. Appreciation for group associations and loyalty (F.H.A.).
6. Recognizing, maintaining/conserving, appreciating human and non-human resources.
7. Organization and planning for efficient use of resources in time and space.
8. Individual differences and group differences.
9. Tolerances built on information and positive experiences.

Major Concepts to be Developed

1. Self-Concept

    a. self-hood
    b. individuality
    c. conformity
    d. heredity/environment
    e. fact/opinion
    f. points of view/perspective
    g. value
    h. clarifying/ranking
    i. priorities
    j. alternatives/choices
    k. decision making
    l. human resources
    m. non-human resources
    n. effects of time and space
    o. skills
    p. self-education
    q. human potential
    r. fate vs. planning and building
    s. positive reinforcement
    t. negative reinforcement
    u. managing/control
    v. being managed/not in control
    w. ethics/character
    x. mortality
    y. life cycle (human)
    z. uniqueness

2. Family Relations
    - a. Types of families
        - 1) definition
        - 2) cultural differences
    - b. heritage/tradition
    - c. change
    - d. community
    - e. resource agencies
    - f. careers
    - g. responsibility
    - h. roles
    - i. loyalty

3. Child Development
    - a. growth and maturation
    - b. sequential human development
    - c. human needs
    - d. infant education
    - e. developmental tasks
    - f. preschool education
    - g. care vs. caring
    - h. first aid/home nursing
    - i. immunization/childhood diseases
    - j. baby-sitting/child care
    - k. handicap/giftedness
    - l. abuse/neglect

4. Foods, Nutrition, Health
    - a. appearance
    - b. basic four
    - c. nutrition
    - d. health
    - e. measurement
    - f. sanitation
    - g. safety
    - h. job plan
    - i. etiquette
    - j. food purchase
    - k. food storage
    - l. food preparation

5. Clothing, Textiles, and Related Art
    - a. appearance/grooming
    - b. needs/resources
    - c. selection principles
    - d. line and design
    - e. sewing vs. purchase
    - f. unit construction
    - g. fabrics and properties
    - h. sewing terms
    - i. advertising
    - j. labels
    - k. legislation
    - l. second hand

6. Consumer Education
    - a. consumer
    - b. goods and services
    - c. retail business
    - d. quality/cost relationship
    - e. decision making
    - f. values-goal setting
    - g. budgeting
    - h. payment-cash-credit
    - i. shoplifting
    - j. wants/needs
    - k. comparison shopping
    - l. guarantee
    - m. energy conservation
    - n. consumer protection agency
    - o. consumer legislation

7. Housing, Home Furnishings, and Equipment
    - a. functional dwellings
    - b. organization
    - c. space utilization
    - d. housekeeping-maintenance
    - e. safety
    - f. basic equipment--care and use

   g. cost/quality
   h. durability
   i. heating/cooling
   j. electricity, gas, oil, and other resources
   k. renting/owning
   l. zoning and codes

8. Wage Earner

   a. money management
   b. budget
   c. job awareness
   d. employability
   e. social security
   f. work permit
   g. application
   h. job interview
   i. employee responsibility
   j. employer responsibility
   k. performance evaluation
   l. wages and time
   m. unions/independent
   n. transportation

Skills to be Acquired

1. Communication Skills: Oral language skills; purposeful listening; vocabulary development/comprehension; literal reading; inference--especially cause and effect and affective implications; main ideas and supporting facts and details from consumer readings; naming and spelling tools, equipment and materials and recognizing their retail origins through sign reading; newspaper, catalog, and ad brochure investigation; writing skills in list making; sequencing materials and procedures or resources and alternatives as in decision making; categorizing and organizing to implement plans; producing a school community consumer awareness bulletin; written short-answer tests.

2. Math Skills: Measurement--standard liquid and dry, linear, volume; money/value; time payment; reading water meter, electric meter, gas meter; degrees--heat/cold--thermostats, thermometers; medicine--cc's; pricing/profit, percentage, fractions, sq. ft. and yd., time-clock; aging, pay day--wages, payment plans; seasonal purchasing, clothing, budgeting; time zones for phone calls and travel. Word problems applying consumer knowledge and skills.

3. Social Skills: Integration of self; delayed gratification; appropriate identification and direction of feelings; dealing with authority; dynamics of trusting, risk taking in individual and group activities; tolerance; sharing, giving, receiving, accepting individual and group responsibility; working in groups; leading and following; honesty with self and others.

4. Home Economic Skills: Functioning and contributing as a human person; valuing self and community; caring for children; purchasing, preparing, serving nutritious meals with appropriate etiquette and sanitation; selecting or constructing clothing for a pleasing appearance; researching and comparison shopping as part of decision making, housekeeping maintenance and repair; contributing to the home through I.E.E.'s.

Relation to Intent of Consumer and Homemaking Legislation

As a part of Ohio's Consumer and Homemaking program, the Impact program responds to the federal mandate (P.L. 94-482 Subpart 5, Section 150) for consumer and homemaking education. The Impact program provides a curriculum that includes all of the areas delineated in Section 150 (b):

> . . . education consisting of instructional programs, services, and activities at all educational levels for the occupations of homemaking including but limited to consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, and textiles and clothing.

Further, the Impact program speaks specifically to sex equity conditions outlined in A and B of Section 150. A feature of all Impact programs is the irradication of sex biases within the family structure. The Impact Guide written by Vocational Home Economics Section, Ohio Department of Education, has had several changes reflecting this sex equity emphasis. The program at Stewart School has been particularly active in promoting equal opportunity by means of evaluation of adult attitudes toward preschoolers and the involvement of both male and female community resource persons.

> A - encourage participation of both male and female to prepare for combining roles of homemakers and wage earners.

> B - encourage elimination of sex stereotyping in consumer and homemaking education by promoting the development of curriculum materials which deal with increased numbers of women working outside the home, and increased numbers of men assuming homemaking responsibilities and the changing career patterns for women and men and with appropriate Federal and State laws relating to equal opportunity in education and employment.

The Impact program speaks most strongly and directly to part C of Section 150. Impact programs were initiated in 1969 to address the federal act using one-third of the funds for those living in economically disadvantaged areas. Distressed economic, social, and cultural conditions are the criteria used for selection of the student population. Special needs of the educationally and socially disadvantaged are the prime targets at which the Impact program aims.

> C - Give greater consideration to economic, social, and cultural conditions and needs especially in economically depressed areas.

Impact programs are a major asset and a creative implement in meeting the needs of persons outlined in the federal legislation speaking to consumer and homemaking education.

Facilities

The facilities for this Impact program are similar to other consumer and homemaking programs. Two home economics rooms are shared between the 8th grade home economics teacher and the Impact teacher. This necessitates pre-planning in order to allow both teachers segments of time for access to areas for food preparation and clothing construction. This appears to be working well. The rooms, though not new, are light, clean, and apparently adequate.

Though the availability and adequacy of the rooms is important, this program with its extension into the community necessitates a more broad look at the term "facilities." The numerous activities allowing students to interact first hand with the greater community necessitates transportation. Though the location of the school allows the use of "on foot" travel for many situations, the use of school buses is necessary to allow the experiences highlighted in this paper. State funding of the Impact program helps to provide for the additional transportation needs of this program.

Teacher

Ms. Virginia Hogan has had 10 years of teaching experience in the areas of home economics, special education, and elementary level teaching. Ms. Hogan is married and is a mother of four children. She has lived in the Oxford community for three years.

Ms. Hogan holds an undergraduate degree in home economics education from Marycrest College in Iowa, a Master's degree in special education from Iowa State University, plus additional course work at Miami University in Oxford, Ohio. She has taught in elementary and secondary schools in Maryland, Texas, Iowa, and New York. She taught EMR classes at Stewart School during the 1977-78 and 1978-79 school years.

Commitment, concern, and understanding are cornerstones of Ms. Hogan's teaching. She operates with the philosophy that greater knowledge of her students will improve her teaching. She knows her students well, and she makes a point of providing time and means for exchange of ideas and information on a one-to-one basis.

Her level of commitment is very high. It is not uncommon to find Ms. Hogan remaining after the regular school hours in order to assist students with work that may be only indirectly related to the subject matter. This extra commitment along with listening to and acknowledging each student's contribution relay to the students that they are important. Ninety-one percent of the students polled gave "yes" responses to the question, "Does your teacher make you feel that what you say or do is important?" This attention to student needs is not given in a patronizing manner: students recognize the honest, straightforward approach of Ms. Hogan. As one student stated, "Ms. Hogan doesn't just say, 'It will be all right' and stuff like that. She helps you figure out the best thing to do."

Ms. Hogan's background in special education proves to be an asset in teaching the Impact program. She appears to have a developed ability to identify and deal with specific learning limitations.

Ms. Hogan relates well with parents and the general community. Nearly every parent interviewed interpreted the success of the Impact program to be totally or in part based on Ms. Hogan's input. Statements from parents related to Ms. Hogan's teaching include:

> "She goes over and beyond her job."
>
> "She really cares."
>
> "She knows what kids are like."
>
> "I've never heard Andy complain about her."
>
> "When she thinks Julie has a problem she'll talk with her, and she'll call me sometimes. You just know she's interested in you and your child."
>
> "We need more teachers like Mrs. Hogan."
>
> "She keeps them busy and interested, and that's what really works."

Ms. Hogan is a member of local, state, and national teachers associations, Delta Kappa Gamma, and Kappa Gamma Pi. She has worked with various community groups to sponsor foster child activities and to assist in the planning of the Special Olympics for Handicapped Children. She sits on the Career Development Task Force of the Butler County Joint Vocational School.

One of the unique features about this teacher is her "depth sightedness." She can see beyond the current quest, behavior, or attitude of the student to a greater, more indepth need or rationale for the student behavior. An example might best serve to clarify and highlight this feature.

> Louise came to Ms. Hogan with pattern and fabric to make a bathrobe for her mother for Mother's Day. Louise had never sewn before, and Mother's Day was fast approaching. Ms. Hogan spent numerous after school sessions with Louise in order to get this project completed. When asked why and how she could devote such time for this activity, Ms. Hogan relayed the following:

> "You'd have to know Louise and her needs. She had a need to do this project--to successfully 'make something' for her mother. She is from a single parent family and they've struggled together--this project was more than a bathrobe or a sewing project."

The truth of Ms. Hogan's words seems apparent. This interviewer encountered three specific incidents to verify the importance of this project to Louise:

- Louise came forward voluntarily in the classroom to show the interviewer the pattern of the robe she made for her mother.
- During a parent interview, Louise's mother told the interviewer of Louise's project and praised both Louise's work and Ms. Hogan's time and effort. It should be noted that at the start of the Impact program this parent expressed some doubt about the need and worth of home economics programs.
- An after school interviewer-teacher conference was momentarily interrupted while Louise brought her grandmother to the door specifically to meet Ms. Hogan.

It should be noted that Louise is not an academically low achiever. She is, in fact, an academically talented student with special needs that are being met at least in part by the Impact program.

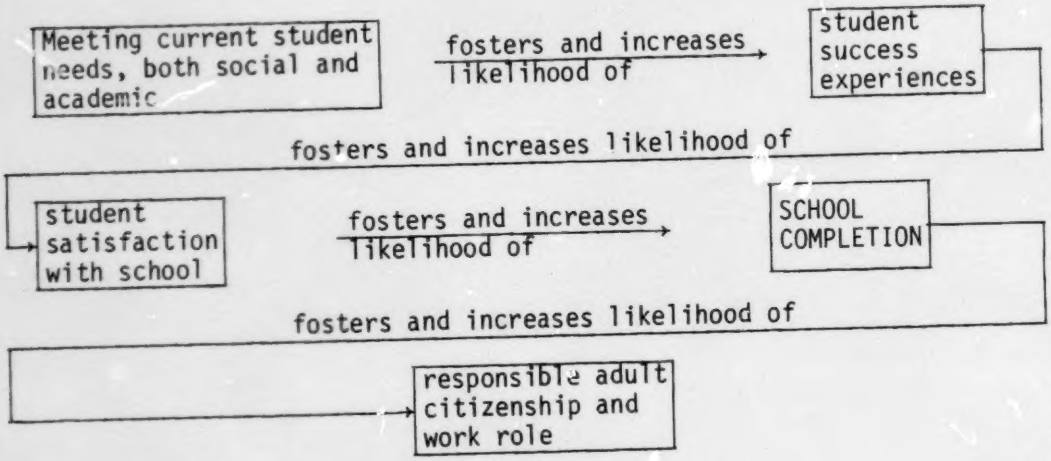
The above example is only one of many daily situations that portray Ms. Hogan's exceptional ability to see student needs and ways to meet these needs.

Support Personnel

Knowledge of the Home Economics Impact Program

Support personnel at Stewart School are very well informed about the Impact program and home economics in general. This knowledge and awareness may be attributed to the fact that the Impact program is a new program: the novelty of the situation may foster this knowledge. However, the support personnel interviewed (guidance counselor, county curriculum coordinator, learning disability teacher, two subject matter teachers, and the principal) relayed a depth of knowledge and level of support that would indicate a continued concern, interest, and belief in this program.

Each person interviewed relayed an understanding of home economics endeavors that went beyond the concrete activity of the classroom (food preparation, assistance with preschoolers) to the more abstract, less visible accomplishments (increasing self-confidence, establishing communication skills). Support persons saw the Impact activities as means to more overriding goals. Each of the support persons alluded to the importance of the home economics curriculum in fostering interaction of the student's home and family complex and the school complex. It was agreed that the crux of many of the student's problems and concerns were home based or home related. A program like Impact that fosters parent interaction and involvement was felt to be of major assistance in meeting students' needs. It appears to be clear that the support personnel see a strong relationship among the following factors:


Meeting current student needs, both social and academic
fosters and increases likelihood of
student success experiences
fosters and increases likelihood of
student satisfaction with school
fosters and increases likelihood of
SCHOOL COMPLETION
fosters and increases likelihood of
responsible adult citizenship and work role

Perceptions of Effectiveness of the Program

Since the Impact program at Stewart School is currently in its first year, little statistical data can be generated to verify its effectiveness. However, personnel who work on a day-to-day basis with Impact students relayed their perceptions of the effectiveness of the program to date. The following statements from support personnel indicate what they feel the Impact program provides for the student with special needs:

> "It [the program] is relevant to the student's immediate needs. It provides the student with practical knowledge to cope with real life situations."
>
> "It lets them see their rights and responsibilities and the working of the law."
>
> "It provides a success experience--gives a success orientation. It lets them be successful!"
>
> "It emphasizes forming concepts. This is of key importance in learning to read."

> "The interaction of pupil, teacher and parent is really terrific."

Support personnel, when asked how they "knew" the Impact program was successful gave these responses:

> "It increases student's reading skills. They want to read; they have a reason to read. I see them reading more."
>
> "The attendance of students in the Impact program is better, they're coming to school when it would be a whole lot easier for them to stay home."
>
> "Yesterday John was having a really hard time. He said again and again, 'I hate school' then he added, 'the only thing I like is Consumer Science.'"[3]
>
> "I've seen its success with Mary. Her body language changes when she goes to Consumer Science class. Her body changes from 'I can't' to 'I can.'"
>
> "I know it's successful because not one student has asked to get out of the class, and many students have asked to get in."
>
> "Parents tell me it's successful. They know their kids are gaining from the program. Other parents have called me to get their children in the program."
>
> "We know their feelings about themselves have changed. We haven't measured that yet, but we know it."

It should be made clear that support personnel for this program play this role in an active rather than a passive sense. An example of the active support supplied to this program is that of the efforts of the principal, Mr. Kley. He not only willingly worked with teachers and other staff members at the inception of the Impact program, but he also has been an active supporter of proposing expanded programming for the 1980-81 school year. In light of an increased student enrollment for next year, the probable related scheduling concerns, and the need to hire additional Impact staff for this expansion, it is clear that genuine and active support for the program is given by Mr. Kley. This spirit of support with follow-through activity can be seen among other staff members.

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[3] "Consumer Science" is the name used at Stewart School for the Impact program.

Students

Description

There are 60 students in three classes within this Impact program. Selection of students with special needs is a difficult aspect of this program in that one can consider most persons "disadvantaged" in some sense. The Stewart staff went about this selection process with seemingly two goals in mind: (1) helping those students with the greatest and most immediate needs and (2) not publicly earmarking this program as one for a "special" group of students.

This second is an important aspect of the Stewart school Impact program. Staff members quickly realized that many potential Impact students did not have poor academic records. Indeed, some prospective students had exceptionally good academic standing. The Stewart faculty feels that this factor has facilitated the student body, parents, and community in general to see this program as "just another home economics class" rather than a program to meet particular needs and thereby eliminate any stereotypic reaction to a "special" program.

The selection process begins with the Impact teacher visiting each school that has sixth graders who will matriculate to Stewart school. Teachers and principals at these schools are asked to indicate students who would be candidates for the Impact program on the basis of:

--poor attendance.
--poor self-concept (especially withdrawn students).
--low income.
--socialization needs.
--not presently reaching potential.

California Achievement Test stanine scores for each suggested student are examined. An attempt is made to balance the academic levels of each Impact class.

The current Impact program (1979-80) is composed of 40 girls and 20 boys. These students are categorized below with respect to the rationale for their placement in the Impact program.

No. of Students	Concern or Rationale for Placement
3	Learning Disability
3	EMR
6	Low Reading Achievement
9	Social (Aggressiveness, Extreme Shyness)
2	Low Income
17	Behavior
12	Low Self-Concept--Need for Support During Stress
8	Other Concerns

It should be noted that among the above students are all pupils who were "placed" rather than "passed" into the seventh grade (connoting academic and/or social concerns); all those students who are known to be abused children; and students who are known to be experiencing a stressful divorce, separation, death, marital conflict, or single parent situation in their home. It should also be made clear that many of the students in the above categories have poor attendance records. Thus, it becomes clear that few of the participants possess only a single program need: most have multiple concerns, academic and nonacademic, that will impact upon the student's current and future school success.

Student Assessment of the Program and Teacher

An increased understanding of the students in this program can be found in student responses to several of the interview questions. Students were asked for a verbal response to several sentence completions. The responses are listed below:

- a class where you learn about yourself.

- a place where you can relax.

- a good time.

- never a bore.

- a class where you can be yourself.

- hard work, but fun.

- a class where you don't have to sit still all the time.

- where the teacher really explains stuff.

Students value both the Impact program and the home economics curriculum within the program. When asked if they would recommend the Impact program to their younger brother, sister, or friend, every student said that they would recommend it. Students' value of the home economics curriculum content is evident in results of a survey asking students to rate the importance of certain segments of the home economics curriculum. The following statements and scores highlight the students' assessment.

Statements	Indicating "Strongly Agree" or "Agree"
Home Ec. will help me in the area of family life.	84%
It is important to learn how to use money wisely.	90%
It is important to learn how to be a good parent.	94%

Statements	Indicating "Strongly Agree" or "Agree"
It is important to learn how to eat foods to stay healthy.	78%
It is important to learn how to get along with my family.	88%
It is important to learn how to make decisions about home and family.	88%

Though no data are available to assess students' attitudes about home economics prior to entry in the Impact program, it is clear that they currently feel positive about the content of home economics and the Impact program. Indeed, their positive response to the program relayed to the school and community has brought about an ironic dilemma--many students want to get into the program who do not possess the special needs and characteristics for which the program was designed. This factor was cited by the principal, guidance counselor, teacher, and students and gives further evidence of the success and popularity of this program.

The Impact students respond very positively with respect to their estimate of the teacher's concern. When asked if the teacher made them feel that what they say or do is important, 90 percent of the students gave "yes" answers. When asked, "Do you think it matters to your teacher that you are happy or unhappy?," 96 percent answered "yes." This student confidence in the teacher's concern is evident also in the following student comments:

> "She really cares about us."
>
> "You know she'll really help you if you got a problem."
>
> "You don't have to feel embarrassed in front of her."
>
> "You can be yourself--it's O.K. with her."

A final assessment of the Impact program and Ms. Hogan is presented in the following excerpt from a student interview.

> "You don't got to put on an act with Mrs. Hogan. In this class if you don't like something you can say so. And she's really interested in your problems. She'll listen to you. She's concerned if you're sick and she really wants you to come back to school if you're out. . . . When she tells you how to do something she really explains--Mrs. X, she can't explain nothin' and I don't know what I'm doing in *her* class. You can be yourself in this class. Mrs. Hogan just lets you be the kind of person you are, but she's helping you all the time."

Classroom Environment

The keystone of the classroom environment in this Impact program is mutual respect. This respect is not only shown teacher to student and student to teacher, but also student to student--a not too common characteristic of seventh grade classes. Students help each other and work together to reach the goal for that particular day. If a student needs assistance and the teacher is busy with another student, classmates readily give what assistance they can. This is done in a mature and responsible manner. This open, flexible atmosphere lends itself to the sharing of student concerns and problems beyond that of the class activity.

Students appear to be motivated by pride in their work and accomplishment of the given task rather than by competition with each other. The general desire by students to gain information relevant to them rather than to gain information for the purpose of passing a test is a major feature of this program. Achievement is measured on each student's personal progress toward his or her goal: pencil-and-paper tests are not a major aspect of measuring achievement in this program.

Given the variety of student concerns and personal problems, the students coordinate class activities and work in a very cohesive manner. Students seem to have gained an appreciation for and an acceptance of individual differences in behavior and temperment. The following example relays this acceptance and understanding.

> Near the end of the class period Kath, who tended to "roam" or otherwise move about the classroom throughout the class period, was getting something from the work cupboard. As John walked by, he playfully tugged at her hair. Kathy responded with a very loud and zealous name-calling. Rather than forming a name-calling match or laughing at the terms she used, students responded with "Kathy's having a bad day today!" and "John, don't bug Kathy, you know she's nervous today."

It was apparent that the students accept a classmate's behavior without capitalizing and/or expanding upon it. (This seems quite an achievement for adults, let alone seventh graders.)

A democratic atmosphere is obvious in the classroom. Students not only feel that they have the right to make suggestions and requests related to class activities, but they also show a responsibility for the implementation of their requests. While reviewing field trips taken this year, one student said, "I wish we'd have gone camping. Why can't we do that next year?" Her suggestion brought a round of discussion from which came statements such as, "we could raise the money ourselves with bake sales," "Three of us can go talk with Mr. Kley" (the principal), "We could charge so much a person and use the money we make for the people who would need help," and "We'd have to get enough drivers!" These comments relay not only excitement for the project, but also a mature approach to responsible planning and problem solving.

Parents

Knowledge of the Program

The twelve parents interviewed were very knowledgeable about the Impact program. Every parent could state at least three major components of the curriculum. Though these were most often stated in terms of what their child "did" or physically "brought home" such as making a pillow, preparing food, etc., the parents often indicated pupil learning that had to have been verbalized to the parent such as consumer information, energy-saving tips, and methods of interacting with young children. The parent comments indicate that students are using and talking about information learned in the Impact class. Such relaying of and use of classroom information was not indicated to be a feature of these students' other school activities.

All parents interviewed knew and spoke in a highly positive manner with respect to the Impact teacher. Ms. Hogan had visited all homes and had interacted with parents in various other ways throughout the school year.

Parents were asked if they would recommend this class to friends who had prospective 7th graders and/or would they want their younger children to take this class. Every parent responded positively with nearly half of the parent interviewees encouraging that the class be made a requirement.

The parental rationale for recommending the Impact program and for advocating it for a curriculum requirement seems related to parental opinions of the effectiveness of the program. In short, they see some sort of positive change in the behavior of their child which they attribute at least in part to the Impact program.

Most parents indicated that part of this change included the fact that their child talked more. Parents made these statements:

> "She has more to say at the dinner table. She tells us about what the class does with the pre-school children."
>
> "He's always looking at the labels and telling us what's good for us to eat and what is not."
>
> "When we do shopping he tells me to buy a certain thing cause there's less sugar, or he says I should get this or that product cause it's just as good and it's cheaper."

> "She talks more at home tellin' us about what they did in class. This is good because she and her father don't get along so well, and he [her father] takes an interest in the class so they're talkin' more."

Other parents indicated that their child was more cooperative and in general, more interested in the world around them.

> "Maybe it's not the class, but I notice a difference in Susan's actions at home. She cooperates more with the rest of the family. She's more helpful to her brothers--sometimes, not all the time--and she's just not as stubborn and nasty as she was for a while."

> "She's been a little more understanding about what it means to have a limited budget. She's not so begrudging when we tell her we don't have the money for something."

Behavior changes that other parents related to the Impact program include the following:

> "He's eating better food by his own choice. I know he's still too heavy, but he's trying to cut down and he's doing it without me yelling at him so much."

> "I think he's made everything at home that they made in school [food preparation]. He really loves to cook and he's started teaching his younger brothers and neighbor how to cook. He makes up lessons for them and is really good at it. The class went out to that career school (JVS) and now Paul is talking about wanting to take some courses there to be a chef. He's never talked about what he wanted to be before."

> "I see her reading more than she used to. Sometimes she shows me something in the newspaper about consumer tips or about something they talked about in class."

> "I guess the change in behavior I see is that he's got some interest in something. He's never liked school, but at least he's coming home with some ideas or things he seems to like."

Several parents interviewed had had other sons or daughters who had taken home economics classes. All of these parents indicated that their child in the Impact class has spoken more positively concerning class activities, had relayed more knowledge gained from the class, and was in general more enthusiastic about the subject matter than were their other children with respect to their home economics classes.

Responsiveness of Community

Given the rapid start up of this program in Autumn of 1979 (as soon as funding reimbursement was granted) the advisory committee was less active than it plans to be in 1980-81. The committee has met informally several times and has drafted plans for next year's meetings. The committee is composed of parents, community leaders, educators, and public agency representatives.

Stewart School is located on the border of Miami University, a state university of approximately 18,000 students. A major segment of the enrollment at Stewart is composed of children of faculty members or students at the university. Students from outlying county areas comprise a second major segment of student enrollment. These students relate to and identify themselves with their local village or city rather than with Oxford and/or the university.

This forms two populations that hold distinct views, attitudes, and, sometimes, stereotypes about the other population. This "town-gown" syndrome typical of many small university towns has been a concern for the school and figures into the overall Impact curriculum plan. Emphasis of tolerance and understanding of individual and group differences built upon information and positive experiences is part of the curriculum.

Few racial or ethnic minorities are represented and none to a great extent. No major cities are in the school district. The nearness of the university allows for the ready availability of professionals in various fields related to the Impact program.

The general community has been involved in the Impact program in numerous ways to the benefit of both community and students. Several examples of this community involvement are indicated below:

- The Impact classes had numerous interactions with the local preschool. Students acted as big brothers or big sisters to a preschool child. These endeavors have allowed the students to consider and draw conclusions about adequate parenting and some of the consequences faced by very young parents. These activities have also allowed the community in general and the preschoolers in particular to benefit from the 7th graders' assistance.
- A representative from the local Family Services Program spent the day with Impact students in small group sessions. The representative explained the variety of services available to the community and what a client might expect. Only two students had ever heard of Family Services and none of the students knew all the services available to teens. Children of divorced parents often return to court at age 13 to choose which parent they will live with for the next five years.

Exactly half of the 6th period class will be confronting this anguishing decision in the next year, and nearly all students had cousins or friends in the same position. It seemed pertinent, therefore, to have students become aware of the Family Services Program. The teacher also felt it was important for the students to see and talk to a Family Services representative so they would not operate on the basis of TV myths or think social services were only for people who live in ghettos or slums.

- Students visited the local children's home facilities and discussed the reasons for foster care and current legal limitations to foster care. In conjunction with this, students contacted William W. Donham, state representative, in order to get copies of H. B. 378, 695, and 622. From these documents students discussed and assessed subsidized adoptions for children with special needs and a "plan of action" for foster children and protective day care.

- The classes visited Area I Court to view a drug abuse offender in her early twenties who had an infant and a toddler who were to be placed in foster home care until the mother was detoxified and served her prison sentence. This was a heart rendering testimony against drug use. The judge spoke with the students and answered questions about drugs, legislation, and foster care.

- Impact students completed a career education unit with special activities at the Joint Vocational School. Stewart students shadowed junior level students and observed one class and one lab in the job cluster area of their choice. Students had an opportunity to lunch together, and receive answers to questions that were germane to their own vocational planning and goal setting. Students not only enjoyed the hospitality of the staff and junior students but also saw the competencies in reading and math that are necessary for success at the vocational school. Regular school attendance was also stressed. Parents were pleased to learn about the diversity of vocational programs.

- Officer Dwight Johnson of the Oxford Police Department teams with the Impact teacher to provide students with safety and crime prevention information. The classes have completed lessons on personal rights in relation to search and seizure, weapons, and shoplifting. (Previously during career education, students had explored Law Enforcement as a career.) Students have visited the Oxford Police Department, have viewed morning court, and have watched traffic and criminal cases which demonstrated concepts of law they had discussed in class.

- One of the students' most thought-provoking experiences was of the Lebanon Correctional Facility where the facility director and two inmates discussed the functions and goals of prisons. Students were allowed to ask questions and were especially interested in the college graduate who chose to be a drug dealer instead of a pro-ball player. Students found that criminals and victims experience the consequences of crime for long periods of time unlike the half-hour television drama where all ends with the closing commercial.
- The students have interacted in the immediate community by means of visits to local food stores for consumer and nutrition projects, and visits to the local library for emphasis on preschool reading materials.
- A unit on aging will be incorporated next year. This will involve investigation ventures related to senior citizen activities, and homes for aging. These activities like those mentioned above will be beneficial to both students and the local community.

It seems clear that in one year the Stewart School Impact program has related to the community in a variety of ways. Parents were well aware of these activities, indicating that students were involved and enthused to a high enough degree to relay details of the activities to their parents.

Conclusion

The intent of this case study has been to relay the actual "happenings" in the Impact program. The planning, administration of classroom procedures, and program evaluation for this first-year program for students with special needs have been reported. It is hoped that the positive, growth-enhancing nature of this program has been conveyed to the reader. The r[illegible]evel of enthusiasm of both students and school personnel is overwhelming in person and somewhat difficult to capture on paper. It is clear to the staff formulating this case study that this Impact program exemplifies the intent of the legislature in Public Law 94-482, Subpart 5, speaking to consumer and homemaking education.